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1915/16

REPORTS, COURSE OF STUDY AND BY-LAWS.

By

Charlotte, N. C. Board of School Commissioners.



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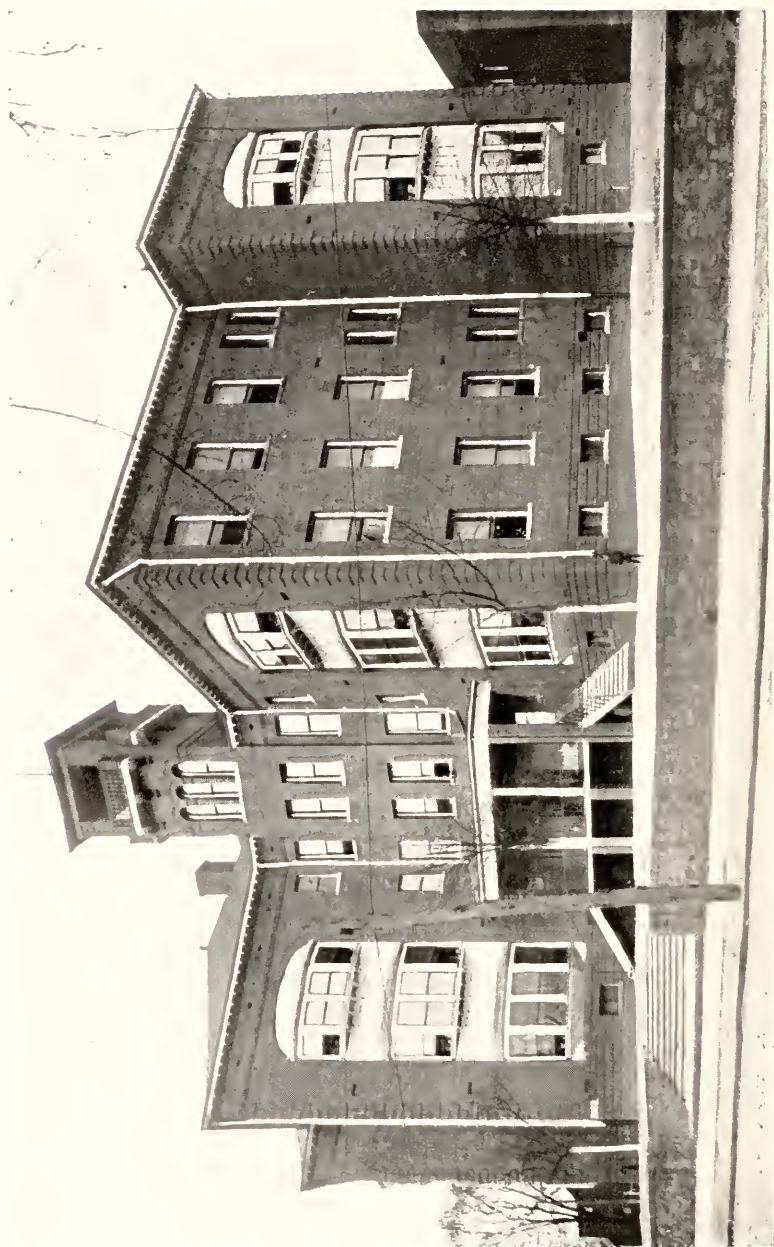
ANNUAL REPORTS
COURSE OF STUDY
AND
BY-LAW AND RULES
OF THE
BOARD OF SCHOOL
COMMISSIONERS
OF THE
CITY OF CHARLOTTE



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CHARLOTTE HIGH SCHOOL.

ANNUAL REPORTS,
COURSE OF STUDY

AND

BY-LAWS

FOR THE

Guidance of the Board of School
Commissioners

OF THE

CITY OF CHARLOTTE, N. C. School

1915-1916

ORGANIZATION
OF THE
BOARD OF SCHOOL COMMISSIONERS FOR
THE CITY OF CHARLOTTE
FOR 1915-1916

MEMBERS

Ward 1—W. H. Belk, W. R. Matthews, D. R. Yarboro.

Ward 2—T. T. Smith, Plummer Stewart.

Ward 3—J. Landrum Brown, Thos. Stewart.

Ward 4—J. D. McCall, T. W. Dixon.

Ward 5—R. T. Martin.

Ward 6—M. J. Green.

Ward 7—D. M. Abernethy.

Ward 8—J. H. Wilson, S. F. Tomlinson.

Ward 9—W. L. Gryder.

Ward 10—G. M. Beaty.

Ward 11—J. H. Kimbrell.

OFFICERS

Chairman (Ex-Officio) T. L. Kirkpatrick.

Vice-Chairman, J. D. McCall.

Treasurer, A. H. Wearn.

STANDING COMMITTEES

Audit and Finance—Plummer Stewart, Chairman; W. H. Belk, T. T. Smith, Thos. W. Dixon, J. D. McCall, D. M. Abernethy.

Teachers—J. D. McCall, Chairman; J. L. Brown, S. F. Tomlinson, T. W. Dixon, J. H. Wilson.

Course of Study and Text Books—T. T. Smith, Chairman; J. L. Brown, D. R. Yarboro, W. H. Belk, G. M. Beaty.

Visiting and Corrections—S. F. Tomlinson, Chairman; W. L. Gryder, J. H. Kimbrell, D. R. Yarboro, D. M. Abernethy.

Buildings and Grounds—W. R. Matthews, Chairman; M. J. Green, Thos. W. Dixon, W. L. Gryder, R. T. Martin.

Night Schools—J. H. Wilson, Chairman; J. H. Kimbrell, Thos. Stewart, W. R. Matthews, G. M. Beaty, R. T. Martin.

By-Laws and Rules—J. D. McCall, Chairman; Plummer Stewart, M. J. Green, Thos. Stewart, Thos. W. Dixon.

RECORD OF SUPERINTENDENTS.

1882-1886—T. J. Mitchell.

1886-1888—J. T. Corlew.

1888-1913—Alexander Graham.

1913- —H. P. Harding.

ANNUAL REPORT

SUPERINTENDENT OF SCHOOLS OF THE CITY OF
CHARLOTTE FOR THE YEAR ENDING JUNE 30, 1915.

To the Honorable Mayor and Board of School Commissioners of
the City of Charlotte, N. C.

Gentlemen:

I have the honor to submit my annual report of the City
Schools of Charlotte, N. C. This is for the school year 1914-'15,
the thirty-second year of the present organization of your City
Graded Schools.

STATISTICS BY SCHOOLS.

1915 White Teachers.	Male Teachers.	Female Teachers.	Yearly Enrollment.	Av. Monthly Enrollment.	Av. Daily Attendance.	Per Cent of Attendance.	Per Cent of Tardiness.	Supervisors of Music.	Supervisor of Penmanship.
High School ...	6	11	489	453	419	.936	.01		
First Ward	0	14	630	554	514	.94	.0048		
Fourth Ward ..	0	14	537	476	443	.94	.0034		
Dilworth	0	8	314	279	250	.91	.011		
Belmont	1	13	689	582	497	.89	.0022		
Elizabeth	0	12	501	449	419	.94	.0047		
Wesley Heights .	0	5	181	154	138	.90	.0049		
College Street .	0	12	523	464	418	.92	.011		
South School ..	0	14	621	571	518	.92	.0046		
Total 1914-'15 .	8	103	4485	3982	3616	.925	.0058	2	1
Total 1913-'14 .	7	87	4345	3740	3459	.925	.	2	0
Increase	1	16	140	242	157				

Colored Schools:

Myers Street ..	1	25	1644	1388	1086	.80	.9046		
Fairview	0	6	450	350	280	.82	.005		
<hr/>									
Total 1914-'15 ..	1	31	2094	1738	1366	.808	.0047		
Total 1913-'14 ..	1	31	2090	1679	1547	.91			
<hr/>									
Increase			4	59					
Decrease					181				
<hr/>									
Grand Total									
White & Col.	9	134	6579	5620	4982	.89		2	1
<hr/>									
Total Number of Superintendents, Teachers and Supervisors								148	
<hr/>									
School Census, Age 6-21:									
White Males ..		3700	Females ..	3800	Total White ..		7500		
Colored Males ..		2008	Females ..	2313	Total Col.		4321		
<hr/>									
Total Males ..		5708	Females ..	6113	Grand Total ...		11821		
<hr/>									

Conforming to the established custom of reviewing in an annual report the record of the schools for the closing year and of making such recommendations as seem for the best interest of the schools for the ensuing year, I beg leave to submit the following:

CROWDED CONDITIONS RELIEVED.

On March 10 of last year the people of this city in a public election went on record as being opposed to crowded school rooms and to the unsatisfactory work that must result from crowded conditions in the city schools. With the increased income the Board has been able to relieve in a great measure the deplorable condition that prevailed last year in nearly every school in the city. Eighteen extra teachers were employed and relief provided in almost every school. The improvement in the character of the work in the schools because of the individual attention which the teachers have been able to give to the pupils in their charge has more than fulfilled the promises of the Board and justified the action of the voters of the city. The reports of the teachers show a much greater per cent. of promotions. The assignment of a smaller number of pupils to a teacher is an economical proposition from a financial point of view, too, for a much smaller per cent. of pupils will have to be taken over the same ground the second time.

The Sixth and Seventh Grades of the Fourth Ward, and the Fifth and Seventh Grades of the First Ward have been housed this year in the old Presbyterian College building. There has not been rooms enough in the Fourth Ward School for any grade above the Fifth, and in the First Ward School for any above the Fourth.

CONTINUATION SCHOOL.

Last summer a continuation school for the pupils who were behind in their work for various reasons was conducted for the first time. About 240 pupils were enrolled during the term and a large number were able to save a year by making up just the work that was essential for promotion. The experiment was a very satisfactory one and the Board has done well to continue the school again this summer.

MANUAL TRAINING.

The department of Manual Training was opened this year with a well equipped wood working shop. Mr. C. E. Lacey, of Mechanics Institute, Rochester, N. Y., was elected teacher and put in charge of the department. Mr. Lacey rendered us invaluable service in getting the machinery and equipment installed and in getting the work organized. He has given a course in Mechanical Drawing with the shop work. The boys have been intensely interested in this department and I think we shall keep more boys in the school because of this course.

COMMERCIAL DEPARTMENT.

So many pupils were enrolled in the Commercial Course of the High School at the beginning of the season that it became necessary to employ another teacher for this department. Mrs. Harry Asbury was secured and took charge of the Stenography and Typewriting. We have organized an employment bureau in connection with this department and have asked the co-operation of our business men in helping us to secure positions for our boys and girls. The work under the direction of Mr. O. Hughes and Mrs. Asbury has been highly commended by business men who have examined the course and their methods.

The rapid growth of the High School is a source of gratification to us who believed that a separate building and departmental work together with the other High School activities corollary thereto would hold more boys and girls in the school for a longer time. The development of a splendid High School spirit together with the choice of optional courses offered in the High School is attracting into the higher classes a larger per cent. of boys and girls than ever before. I trust this Board will lend its encouragement to the effort that we are making to hold more of our pupils in school throughout the eleven years.

The following clipping from the Charlotte Observer of June 6th indicates the record our boys and girls have made in the colleges this year:

"STUDENTS GOOD SHOWING

"GRADUATES OF CHARLOTTE HIGH SCHOOL A CREDIT TO THE INSTITUTION

"This is the time of year when the city school authorities annually congratulate themselves on the fine showing made by their former graduates at the various colleges and universities. It is an annual season of congratulations because never do these Charlotte boys and girls fail to give a good accounting of themselves. For instance down at Chapel Hill the other day when computations were made to determine what members of the Junior (the next year's senior) class are entitled to membership in the great National Honor Society, Phi Beta Kappa two of the number, Messrs. Mebane Long, son of Mr. and Mrs. H. C. Long, and Barney Pitts, son of Sergeant and Mrs. W. M. Pitts, were eligible. Membership is permissible only to those who have maintained a high average of scholarship on all studies during the period of three years.

"The recent commencement at Queens College also afforded satisfaction, for 10 of the graduates were graduates of the High School of two years ago. In spite of the decided raising of the curriculum requirements these young women entered as Juniors and did the heavy work necessary for graduation this year. The highest average in the entire college was made by Miss Maud Craig Carson, the highest average in the senior class was made by Miss Louise Young, and the second highest by Miss Ella Moseley. All of these are Charlotte High School graduates.

These facts are interesting as certifying anew to the high standard of efficiency and thoroughness of the Charlotte schools which are fortunate in the possession of a faculty unsurpassed anywhere."

PENMANSHIP.

The subject of penmanship has received a great deal of attention in the schools this year. Miss Josephine Henderson was employed as Supervisor of Penmanship and has given her entire time to teaching teachers and pupils. She has been untiring in her efforts to improve the teaching of penmanship in the schools and splendid results have been obtained. To Capt. T. T. Smith is due the thanks of the school for the time and attention he has given to this subject. For the past three months he has devoted almost his entire time to the matter of sending to the

Palmer Company exercises to be criticised and writing drills to be awarded buttons and pins and certificates, for improvement and proficiency. This has proven to be a great incentive and has resulted in arousing great interest in this subject. Over 500 improvement buttons, 150 progress pins, and 30 pupils' certificates have been awarded our pupils.

DISCIPLINE.

The discipline of the schools this year has been remarkably good. Not a case from the white schools, and only one from the colored schools, has been before the Committee on Grievances. The number of cases of corporal punishment administered during the year is small as compared with other years. A fine feeling of sympathy between teachers and pupils has existed almost everywhere. The tendency on the part of parents and teachers to co-operate with each other is increasing and in the great majority of cases a much more satisfactory settlement of petty cases of discipline is being reached. *If the city and county authorities would unite in conducting a boys' reform school as has been done in Forsythe and a few other counties, I believe it would be a wise solution of the problem of providing for incorrigible boys.*

COLORED SCHOOLS.

The work of the Colored schools has been up to the usual high standard. In the Fairview School a start has been made in industrial training. A sewing class has been organized under the direction of the Principal and one of the teachers, who have given extra time after school to this work without extra remuneration. Great interest has been manifested and good work has been done. I hope the Board will encourage the work by paying her for this service during the ensuing year.

I beg to call your attention to the need of two or three more rooms at the Belmont School, and about the same number at the Dilworth and Fairview schools, respectively. I trust the way may be found for providing these before the beginning of another term.

SPANISH RECOMMENDED.

The trade relations that our country is increasing with the South American countries will soon make a knowledge of the Spanish language a valuable asset for the young business man. Mr. Pugh, who teaches English and French in the High School can give a beginners' course in the Spanish language, and with

the consent of the Board I should be glad to offer the course in the Commercial department of the High School.

DRAWING.

This is a time when the ability to draw is a very valuable accomplishment, whether a man wishes to sketch the plan of a show window or make the plans of a steam engine or an office building. Much interest has been manifested in this subject in our schools and I think much better work could be done if we had a supervisor of drawing.

PLAY GROUND SUPERVISION.

By co-operating with the Play-ground Commission we might secure with very little expense to this Board the services of the Director of the Play-ground to give some instruction in physical culture and to advise our teachers as to the best methods of directing the children's play.

MEDICAL INSPECTION.

By co-operating with the Executive Board I believe a practicable plan of providing medical inspection under the direction of the Health Department could be adopted with little expense to this Board. The strict enforcement of the quarantine laws adopted by the Board has prevented the spread of contagious diseases in the school this year.

RECORD OF RETIRING BOARD.

The retiring School Board has left a splendid record for their two years of administration. During their term of office the income of the schools has been increased by about \$22,000.00 voted by the people of the city. They have put into effect the compulsory attendance law and employed an attendance officer for his full time. To them may be accredited the following additions to the course of study of the schools: Bookkeeping, Stenography, Typewriting, Chemistry, Manual Training, Mechanical Drawing; and Domestic Science was installed only the year preceding under the administration of most of the members of the same Board. They have provided a supervisor of Penmanship. They have increased the teaching force by 26 additional teachers to relieve the crowded conditions that prevailed. The salaries of the teachers have been increased to amounts more nearly commensurate with the service they render. In co-operation with the Board of Aldermen they have acquired the Littlejohn property adjoining the South School grounds, and have obtained the use

of the Presbyterian College property. Six rooms have been added to the Elizabeth School building, and a heating plant has been installed in the Dilworth School.

To Major Tomlinson is due special credit for the installation of the Manual Training and Domestic Science in the High School, to Mr. Cates for the equipment of the Commercial Department, and to Capt. T. T. Smith for the increased interest in penmanship.

I wish to express my great appreciation of the confidence reposed in me by the retiring Board and to thank them for the splendid support which they have given me at all times during the past two years. I am very grateful to the officers and teachers for their co-operation this year.

Respectfully submitted,
H. P. HARDING,
Superintendent.

June 8th, 1915.

REPORT OF SUMMER SCHOOL.

August 24, 1915.

To the Board of School Commissioners of the City of Charlotte
N. C.

Gentlemen:

I beg leave to submit the following report of the Summer Continuation School, conducted for the two months ending July 30, '15:

Number of pupils enrolled	219
Number of pupils withdrawn for various reasons	37
Number remaining at the end of the school	182
Average daily attendance	171
Number promoted	160
Number reviewing (already promoted)	3
Number failed	34
Cost of Summer School, teachers and janitor	\$718.10
Cost per pupil promoted	4.49

The statistics for this year will show that the expense to the city for each white pupil in school nine months is \$23.90.

The Summer School has enabled 160 white pupils to save a year; and the city has saved \$19.41 per pupil, or \$3,106.90 by conducting the Summer School.

I am pleased to report that great interest was shown in the work by the pupils throughout the term. The school was conducted by a splendid corps of teachers, and to them we are especially indebted for the great success of the school.

Respectfully submitted,
H. P. HARDING, *Superintendent.*

FINANCIAL REPORT

PLUMMER STEWART, CHAIRMAN FINANCE COM.

A. H. WEARN, SECRETARY AND TREASURER.

Charlotte, N. C., June 8th, 1915.

The Finance Committee herewith presents a statement showing the Receipts and Disbursements of the School Board from June 1st, 1914, to May 31st, 1915.

City of Charlotte, N. C., A. H. Wearn, Treasurer Board of School Commissioners.

Receipts and Disbursements June 1, 1914-May 31, 1915

RECEIPTS.

City Treasurer:

Taxes	\$46,243.07	
Tuition	76.25	
	<hr/>	\$ 46,319.32

County Treasurer:

1913 Taxes	\$17,078.57	
Tuition	570.00	
	<hr/>	\$ 17,648.57

Miscellaneous:

Manual Training, Cash from students for materials used ..	40.60	
Interest	133.33	
Rent College Street Auditorium	50.00	
Contribution, Fairview Lot	2.25	
Sale of Coal	186.63	
	<hr/>	\$ 412.81

Total Ordinary Receipts	\$ 64,380.70
Bills Payable, Loans	126,000.00
Balance June 1st, 1914	524.11
	<hr/>
	\$190,904.81

DISBURSEMENTS.

Superintendent	\$ 2,558.26	
Assistant Superintendent ..	1,980.00	\$ 4,538.26
Faculty:	Principals.	Teachers.
High School	\$ 1,649.97	\$11,811.97
First Ward School	999.99	6,476.50
South School	999.99	8,409.50
Dilworth School	855.00	3,396.00
North Charlotte School ..	1,350.00	6,283.50
Wesley Heights School ..	720.00	1,901.50
Elizabeth School	998.99	5,333.75
Fourth Ward School	999.49	6,268.25
College Street School	999.99	6,353.00
Myers Street School (Col.)	1,000.00	8,918.56
Fairview School (Col.) ..	450.00	1,679.25
	<hr/>	
	11,023.42	\$66,831.78
Manual Training School		\$ 77,855.20
Instruction		\$ 1,400.00
Special:		
Summer School Teachers	\$ 672.14	
Night Schools, Y. M. and Y. W. C. A.		
Teachers and Expenses	461.03	
	<hr/>	\$ 1,133.17
Janitors:		
High School	\$ 840.00	
First Ward School	641.60	
South School	735.00	
Dilworth School	494.00	
North Charlotte School	795.00	
Wesley Heights School	358.50	
Elizabeth School	744.00	
Fourth Ward School	750.00	
College Street School	686.15	
Myers Street School (Col.)	810.00	
Fairview School (Col.)	255.00	
	<hr/>	\$ 7,109.25
Attendance Officer's Salary	\$ 790.00	
Treasurer's Salary	500.00	
	<hr/>	\$ 1,290.00
Miscellaneous:		
School Census	\$ 178.61	
Interest	3,093.33	
Fuel	2,640.76	
Instruction Supplies	2,509.18	
Janitor's Supplies	369.68	
Maintenance Grounds and Buildings	2,083.82	
Teachers to Summer School	425.00	
Domestic Science Expenses	298.83	
General Expense	911.65	
	<hr/>	\$ 12,510.86

Outlay:

New Desks and Furniture	\$ 1,704.02	
Manual Training Equipment	2,333.28	
	<hr/>	\$ 4,037.30
Total Ordinary Disbursements		\$109,874.04
Bills Payable, Refunded Loans		74,000.00
Bal. May 31, 1915, Independence Tr. Co.		7,030.77
		<hr/>
		\$190,904.81

SUMMARY.

Total ordinary receipts	\$ 64,380.70	
Total ordinary disbursements	109,874.04	
Difference		\$45,493.34
To meet disbursements the Board borrowed from the Bank and now owes a balance of	\$ 52,000.00	
Owes bank a note, balance for year 1913-1914	8,000.00	
	<hr/>	
Total		\$60,000.00
The Board also owes the city a past due note on Littlejohn property	\$ 6,000.00	
Also a note on Littlejohn property, due Jan. 1st, 1916	6,000.00	
Total		\$12,000.00
Total indebtedness		\$72,000.00
To meet this indebtedness the Board has the following assets:		
Cash on hand	\$ 7,030.00	
City taxes uncollected	26,750.00	
County Taxes due City, a good part of which is uncollected and a part collected, not turned over, balance	30,826.00	
	<hr/>	
Total		\$64,606.00
Estimated uncollectable Taxes.....		\$ 2,000.00
		<hr/>
Total cash on hand and collectable taxes ..		\$62,606.00

It is our opinion that the School Board will also get from the County Board for the past year a certain part of the appropriation made by the State to the County for school purposes. This will amount to possibly \$4,000.00

The School Board also owes a note to Queens College for seats, due September 1st, 1915, \$1,500.00.

Respectfully submitted,

A. H. WEARN,

Clerk and Treasurer.

PLUMMER STEWART,

Chairman Finance Committee.

ANNUAL REPORT

OF CAPT. T. T. SMITH, CHAIRMAN OF COMMITTEE
ON COURSE OF STUDY AND TEXT BOOKS.

Mr. Chairman and Brother Members of Charlotte School Board:

There having devolved upon me ever since my connection with the Committee on Course of Study, Examination, etc., the duty as well as the pleasure to visit our schools once a year in company with the Superintendent, and to make careful investigation as well as examination of the progress made by the various rooms from First Grade to Seventh Grade, inclusive, hearing the classes in their studies, giving heed to their progress, etc., etc., it affords me great pleasure to report that we found great advancement had been made during the past term compared with former years, in all the studies. We found very few hitches in any part of our course and very few complaints as to working of same in any department or grade. A greater number of promotions were made and fewer pupils left down or failed to make the proper average necessary for promotion, than ever before. This was accounted for by the teachers, who expressed themselves as due to the fact that their rooms had not been so badly crowded as in former years. The furnishing of more rooms and more teachers seemed to have been a good investment, as the pupils all seemed to have been greatly benefitted. We found that great interest had been taken by our teachers throughout the White as well as the Colored schools in penmanship. The pupils had become very much enthused owing to the awards that had been made them by the Palmer Company, whose method we are using in writing. Buttons had been given the pupils for improvement in their writing and pins to those who had made progress after the buttons were awarded, and certificates were given to those who had perfected the method; so that everything is being done to make good penmen of our teachers and pupils.

We found there had not been such advancement in our drawing as we had hoped to accomplish and many of the teachers recommend the employment of a Supervisor of Drawing, just as we have in writing, which has given such great results and I heartily endorse their recommendation. I would advise the employment of a Drawing Supervisor for our next term.

Respectfully submitted,

T. T. SMITH,

Chairman Committee on Course Study and Examination.

REPORT

OF MAJ. S. F. TOMLINSON, CHAIRMAN VISITING
COMMITTEE.

Pogress never stands still, and such should be the motto of the Graded Schools of Charlotte; in fact it has been, largely, the case for the past seven or eight years, and especially so during the past four to six years.

Stagnation means death, and I hope that the schools of Charlotte will never reach that point of stagnation. We are far from perfection, though we have made very great progress during the short period of six to eight years. We have established a high school department, which ranks well with that of any institution of the kind. We have put in Domestic Science and Art for the girls, and too much cannot be said in its favor; it has done great and noble work, and as one mother said to me, "I think you took an advanced step when you established it. I regard it as the most important part of the work in the graded school." And we took a step equally as important when we established a manual training for the boys. It is just in its infancy; when it gets a little older it will show results that will astonish the board and town. If time and space permitted I could show what they have done in other schools for the boys and girls, but we must wait results, which are sure to come. In addition to these things we have a commercial course which will prove a great benefit to the boys and girls.

The new buildings for the white children, five in number, have proven of great help to the children, and we could not have gotten along without them, imperfect and deficient as they are, and without the use of the old Presbyterian College building we would be without shelter for more than six hundred pupils.

The colored schools are crowded to that extent that shows neglect and deficiency on the part of the school board or *the town*, in not providing for them. There are at least five hundred colored children out of school, and likely to be out until accommodation can be made for them.

The additions and improvements to the white schools has retained a great many in said schools, that would have gone out half prepared, but for these additions, and the school would have proven a great failure and disappointment. The truth is you cannot do too much for the children, and this is a trite saying in all schools all over the country, and must be in ours, if we

SOME
CHARLOTTE
SCHOOL
BUILDINGS



ELIZABETH SCHOOL



WESLEY HEIGHTS
SCHOOL



FIRST WARD SCHOOL
CHARLOTTE
N. C.



N. CHARLOTTE-BELMONT SCHOOL



GRAHAM ST. SCHOOL

reach that degree of progress for which we have striven for some years past. It is very satisfactory indeed, to know that there has been a greater per cent of pupils gone up, in all the grades, than have ever been before. If you are acquainted with school work you must know that for every pupil in a grade to pass to the next higher is marvelous, yet such has been the case with some grades, and I am inclined to think that honest grading has been done. The teachers have worked hard and faithfully, during the past year, and nearly all of them have made good progress. All connected with the school, and especially the superintendents and teachers, have reason to be pleased, and I might say, *gratified* at the success made. We still have a few teachers, that might be improved on, but they are on the mend, and will no doubt prove successful.

The colored department has not received the attention that it should have received, by the Board, though they too have made great progress. Fairview school rooms have been packed like sardine boxes, notwithstanding this they have made most wonderful progress, but they are entitled to additional accommodations in the way of room and otherwise. Myers Street School, with fifteen hundred pupils has done a great work, but the building is needing repairs badly.

Domestic Science should be installed into that school, without further delay, and I was instructed last year to put it in, provided, the citizens would raise a certain amount, but they failed to raise the amount. I think they see now the necessity of such teaching and training, and I believe they will be willing to raise the amount, whether they do or not, domestic science should be installed into that school. It will not only help the colored, but it will help the white also, who are their employers. For the lack of money we could not make the necessary improvements and additions that were needed last year, and whenever the question of money was raised the cry came, "We have no money, we can't do it now." We believe we will be able to make the necessary improvements, if made on an economical basis, this year.

I hope the time has come when we can install flower and vegetable gardening. This can be done on a limited scale, and will prove very beneficial to the boys and girls, and without much expense. There are many boys and girls growing to manhood and womanhood without any practical knowledge along these branches, and the education for the masses must be more practical in the future than it has been in the past.

A word to the wise is sufficient.

S. F. TOMLINSON, *Chairman Visiting Committee.*

REPORT

OF O. HUGHES, DIRECTOR OF COMMERCIAL
DEPARTMENT.

Charlotte, N. C., May 17, 1915.

Supt. H. P. Harding, and Members of the Board of Education,
City.

Gentlemen:

I wish to submit the following statistical report of the Commercial Department of the High School for the past year.

Total yearly enrollment for 1914-1915	125
Total yearly enrollment for 1913-1914	92
Increase	33
Number enrolled in Bookkeeping Department	100
Number enrolled in Shorthand Department	25
Enrollment by Grades:	
Eighth Grade	76
Ninth Grade	19
Tenth Grade	20
Eleventh Grade	10
Number of students who took the final examination	75
Number of students who failed	12
Number of graduates	11

I feel that I can truthfully say that the students of the Commercial Department have made splendid progress during the past year. The teachers who have charge of this work fully realize that no person can go into a modern office and perform the duties required of him without being a good penman and having an up-to-date training along modern business lines. Therefore, absolute accuracy is the first principle of our course.

In the Bookkeeping Department the student in the beginning is thoroughly drilled in the elementary principles of double entry bookkeeping, then step by step until he reaches the more complicated forms and is finally able at the time of graduation to open or close a set of books without reference to text book or guide.

In the Stenographic Department the student is first thor-

oughly drilled in the principles of shorthand and touch type-writing, and is taught how to properly take care of her machine. Then with this foundation she builds slowly for speed and perfection in punctuation until finally she is capable of taking dictation and transcribing it after it has grown cold.

I wish to say that to those who are looking for an easy path through High School we can not appeal. We only hope to attract the earnest young people who are willing to come to us, to work hard with us, and prepare for the best things in life.

Very respectfully,

O. HUGHES.

REPORT

OF CHAS. E. LACY, DIRECTOR DEPARTMENT OF
INDUSTRIAL EDUCATION.

Charlotte, N. C., May 15th, 1915.

Mr. H. P. Harding, Superintendent Public Schools of the City
of Charlotte.

Dear Sir:

As director of Industrial Education I respectfully submit the
following report:

The school year has passed in a very pleasant and I trust
successful fashion in this department. Though delayed for
nearly two months by the lack of equipment, the amount and
quality of the work turned out has been highly satisfactory.

Owing to the lack of drawing instruments the work in Me-
chanical Drawing has been entirely with straight lines, being
confined to the use of T-squares and triangles. The course has
been related, as far as possible, to industrial methods and ac-
curacy and neatness have been stressed.

Inasmuch as this was the first year, all students in the Wood-
working course were required to start with the same model, but
were allowed to advance as rapidly as their ability permitted.
The use of the simpler hand tools was first mastered and the
principal properties of the common woods studied. The lower
grades continued using the bench tools throughout the year but
the upper grades took up the use of the machines during the
second and third terms. It was the aim to instil the principles
of furniture design and construction and to give an idea of the
commercial methods of manufacture. The growing necessity for
knowledge of machine principles and mechanics in every-day life
shows the value of such an equipment. The purpose of the course
in Manual Training is both cultural and utilitarian and its value
lies in the realization of the following aims:

To instil a taste and respect for manual labor.

To bring the pupil into touch with the industries
through the study of the typical methods of manufac-
ture and through the actual transformation of rough
material into the finished product.

To develop good taste in home furnishings and an appreciation of good workmanship and honest construction.

Charlotte may well feel proud of the Manual Training Equipment for it is without doubt the best in the State outside of the purely technical schools.

I wish to express my appreciation to you and the Board of School Commissioners for the unfailing assistance and kindness you have given me.

Respectfully yours,

CHAS. E. LACEY.

REPORT

OF FRANCES RAY, DOMESTIC SCIENCE DEPARTMENT.

Mr. H. P. Harding, Superintendent of Schools, Charlotte, N. C.:

Dear Sir:

It is with great pleasure that I submit my report of the work of the Domestic Science Department of the High School of Charlotte.

In making a report like this, one cannot emphasize too strongly the fact that child standards are not adult standards. Honest child work shows always the child hand and the child attitude of mind. The work in sewing and cooking, done by unskilled fingers, when examined from the standpoint of finished workmanship, shows many flaws. In considering any school subject, one must be broad enough too, not to lose sight of the difficulties that confront a teacher, especially the limited time.

The subject of *Domestic Art* in relation to school is many-sided. Women are the consumers of the world. They are the ones who buy the output of the cotton, woolen and silk factories, who select the clothing of the family, who supply the table with linen. It would be interesting to study the effect on economic problems if the schools could find time to turn out large numbers of educated buyers, at the same time teaching neatness and accuracy of stitch.

There was a time in the well ordered home when a girl could learn the processes of spinning, weaving and sewing. They knew the properties and uses of the textile fibers of which they made thread and cloth. By a natural process they were taught to judge cloth. Changing industrial conditions have made it most difficult for the girls to get the most meagre training at home. These difficulties are gradually being recognized and these problems are much more difficult to bring to the pupils in tangible form than teaching sewing. We try to do this by lectures covering "Weaving," "Cotton," "Wool," "Flax and other vast fibers," "Silk," "Comparison of cotton, wool, flax and silk fibers," "Child Labor Problems," "Consumers' League."

Our course in sewing is as follows:

VIII Grade—

Aim—To learn all the plain and some fancy stitches on models, and make one simple garment. Along with each lesson

notes are given. Each girl has a note-book in which she keeps the models when finished on one page and on the opposite page the notes corresponding to that lesson.

Stitches Learned:

Running.
Back-stick.
Half-back stitch.
Combination stitch.
Overhanding.
Overcasting.
Plain hemming.
Napery hemming.
Whipping.
Hemstitching.
Mitred corners.
Square corners.
Patching.
Buttonholes.
Chain stitch.
Feather stitch.

IX Grade:

Aim—To apply the stitches learned in the Eighth Grade to simple articles of home use.

Tea towels, guest towel, pillow cases, scarf, bag, apron, table cloth or napkins.

X Grade:

Aim—To cut and make a set of simple underclothes. To learn and apply the simple embroidery stitches on articles of use, also to learn the simple crochet stitches.

XI Grade: *Seniors.*

Aim—To make an elaborate set of underclothes, embroidered, for graduation.

Throughout the course an attempt will be made to train the pupils in habits of neatness, to exercise care in the selection of materials, and to have an intelligent acquaintance with materials handled.

We realize that the knowledge of foods is a present-day necessity for, as Mrs. Ellen Richards says, "Food is the only source of human power to work or think." We try to meet the American problem of today—how to choose from the variety of food offered that which will best develop the body and make it efficient. To do this we give the grades lectures on the calories obtained from different foods, the amount of protein, fat, carbo-

hydrates, mineral salts, and the balancing of these in each meal, each day.

Cooking is taught in all four grades. In the Eighth the course covers the study of the equipment and the care of the kitchen. Cooking fruit, potatoes, cereals, cream soups, milk, eggs, cheese, fish, meat, quick breads, left-over meats and vegetables, preparation of simple desserts. Planning and serving a simple breakfast. Serving afternoon tea.

The work is reviewed and continued in the Ninth and Tenth grades. Canning fruit, making jellies and preserves, pickling, cooking soups, vegetables, flour pastes, fish, meat, gelatine, salads, bread, rolls, cakes, pies, etc.

In the Eleventh grade the review is continued with the addition of more elaborate dishes.

A 15-cent lunch is prepared each day for the teachers, giving the classes preparing this the additional advantage of cooking in large quantities and of serving.

As in serving we aim to teach neatness, order, accuracy, economy, system, and more than all else an appreciation of the dignity of home work.

Respectfully submitted,

FRANCES RAY.

COMPARATIVE COST OF EACH SCHOOL.

COMPILED BY THE SUPERINTENDENT

Term 1914-15.	Enrollment.	Daily Attendance.	Salary of Teachers and Janitors.	Superintendents and Other Expenses.	Total.	Cost Per Pupil.
High School	489	419	\$15,701.94	\$1,541.92	\$17,243.86	\$41.10
South School	621	518	10,144.49	1,906.24	12,050.73	23.26
First Ward	630	514	8,118.09	1,891.52	10,009.61	19.47
Fourth Ward	537	443	8,017.74	1,630.24	9,647.98	21.73
Belm't-N. Char.	689	497	8,428.50	1,828.96	10,257.46	20.64
Dilworth	314	250	4,745.00	820.00	5,565.00	22.22
Elizabeth	501	419	7,076.74	1,541.92	8,618.66	20.57
College Street	523	418	8,039.14	1,538.24	9,577.38	22.91
Wesley Heights	181	138	2,980.00	507.84	3,487.84	25.27
Total White	4485	3616	\$73,251.64	\$13,206.88	\$ 86,458.52	\$23.90
Myers St. Col.	1644	1086	\$10,728.56	\$ 3,996.48	\$ 14,725.04	\$13.56
Fairview colored	450	280	2,384.25	1,030.40	3,414.65	12.19
Total Colored	2094	1366	\$13,112.81	\$ 5,026.88	\$ 18,139.69	\$13.28
Total White & Col.	6579	4982	\$86,364.45	\$18,233.76	\$104,698.21	\$21.02

COMPARATIVE COST FOR PREVIOUS SEVEN AND THE LAST YEAR

	Total	Enroll. Daily	Total Attend.	Total Cost	Cost for White	Cost for Colored	Every Cost
1907-08	4966	3885	3885	46,167	14.74	6.99	12.03
1908-09	5045	4016	4016	53,188	15.90	9.82	13.24
1909-10	5502	3722	3772	62,796	19.26	11.01	16.87
1910-11	5502	3992	3992	60,598	17.46	9.69	15.18
1911-12	5595	4093	4093	65,598	18.48	10.20	16.02
1912-13	6015	4596	4596	78,443	19.92	10.83	17.06
1913-14	6435	5006	5006	78,360.51	18.23	9.90	15.65
1914-15	6579	4982	4982	86,364.00	23.90	13.28	21.02

EXTENSION NIGHT SCHOOLS

The Charlotte City Schools share with the Young Men's Christian Association, the expense of conducting night schools at the Atherton Mills, the North Charlotte Mills, and for the Colored People at the Myers St. School. The schools are conducted under the auspices of the Y. M. C. A.

EDUCATIONAL WORK.

CHARLOTTE, N. C.

STATISTICS

EXTENSION NIGHT SCHOOLS

Months	Enrollment	Sessions	Total Attendance	Average per Month.	Average Per Night for Season.
ATHERTON MILL SCHOOL					
October	15	11	104	9	
November	16	13	112	9	
December—Discontinued					
Total	16	24	216	—	9
NORTH CHARLOTTE MILL SCHOOL					
October	41	10	280	28	
November	44	11	139	13	
December	44	9	90	10	
January	49	11	169	15	
February	51	12	155	13	
March	51	13	86	7	
Total	51	66	919	—	14

S. MYERS ST. SCHOOL (Colored)

October	96	11	795	73	
November	132	13	858	66	
December	132	9	540	60	
January	140	11	563	51	
February	150	11	617	56	
March	152	14	731	52	
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	152	69	4104		59

BELMONT

November	70	9	419	46	
December	72	8	272	34	
January	72	8	176	22	
February	72	8	80	10	
March	72	9	129	14	
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	72	42	1076		25

CALVINE

November	56	9	253	28	
December	56	6	97	16	
January	56	7	112	16	
February	56	8	103	13	
March	56	6	53	9	
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	56	36	618		16

Grand Total	347	237	6933	—	123
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D. L. PROBERT,
Secretary Y. M. C. A.

PUBLIC SCHOOLS OF CHARLOTTE

ORGANIZATION, 1914-1915.

H. P. HARDING, *Superintendent.*

ALEXANDER GRAHAM, *Asst. Superintendent*

OFFICE CITY HALL.

R. L. Keesler Director of Music
Martha May Carr Asst. Director of Music
Josephine Henderson Supervisor of Penmanship

WHITE GRADED SCHOOL No. 1—HIGH SCHOOL.

COR. NINTH AND BREVARD STREETS

W. B. DAVIS, *Principal*

Faculty

W. B. Davis Latin and German
J. F. Pugh English and French
E. R. Campbell Science
Orville Hughes Commercial Subjects
R. L. Keesler Music
C. E. Lacy Industrial Department
Fannie B. Moore History
Charlee Hutchison Latin and Arithmetic
Sara Kelly Algebra
Bertha Donnelly Arithmetic, Writing and Drawing
Josephine Osborne English and History
Frances Ray Domestic Science
Hannah Constable Asst. in Domestic Science
Jessie Henderson English and Mathematics
Maud McKinnon Drawing and Latin
Lulie Dickson Mathematics
Mrs. Harry Asbury Commercial Subjects
F. B. McCall Latin and Mathematics

WHITE GRADED SCHOOL No. 2

SOUTH GRADED SCHOOL, MOREHEAD STREET AND BOULEVARD.

W. H. WILLIAMS, *Pincipal.*

MARY BELLE MILLER, *Asst. Principal.*

Grade One

Alice Holland

Leila Young

Grade Two

Hattie Graham

Nina Howell

Grade Three

Margaret Pritchard

Helen Hoyle

Grade Four

Martha Flournoy

Leola Hannon

Grade Five

Sunie Todd

Mary W. Carson

Fannie Little

Maude Aman

Mrs. C. W. Jones

Cornie Fore

Grade Six

Agnes Chalmers

Minnie Downs

Mrs. Lois Ardrey

Loma Squires

Leonore Seay

Grade Seven

Mary Belle Miller

Evelyn Rucker

Fannie Porter

Julia Roberts

Mrs. Elizabeth H. Rucker

W. H. Williams

All assignments are subject to change.

WHITE GRADED SCHOOL NO 3.

FIRST WARD SCHOOL, COR. NINTH AND NORTH CALDWELL

ALLIE NOOE, *Principal.*

Grade One

Allie Nooe

Bettie Nash

Blanche Austin

Jennie Patterson

<i>Grade Two</i>		
Alice Moore	Nora Belle Wilson	Fannie Henderson
	Mrs. Chalmers Moore	

<i>Grade Three</i>			
Myrtle Long	Shirley Ross	Kathleene Sterne	Rose Walsh

<i>Grade Four</i>	
Gertrude Smith	Janie Mathews

All assignments subject to change.

WHITE GRADED SCHOOL, No. 4

SUMMIT AVENUE, DILWORTH
URSULA BLANKENSHIP, *Principal*

<i>Grade One.</i>	
Agnes Phifer	Mary Graham

<i>Grade Two</i>	
Kathleen Beaty	Faye Peirce

<i>Grade Three</i>	
Alleine Black	Sudie Wilson

Grade Four
Zoe Hackett

Grade Seven
Ursula Blankenship

WHITE GRADED SCHOOL, N. 5

NORTH CHARLOTTE—BELMONT

G. P. HEILIG, *Principal*

<i>Grade One</i>		
Mary Darsey	Annie Cashion	Addie Brown

	<i>Grade Two</i>	
Kate Hope Robinson	Miriam Long	Mattie McNinch

	<i>Grade Three</i>	
Bessie King	Essie Morton	Grace Agnes Ranson

	<i>Grade Four</i>	
Florence Jackson		Lottie Alexander

	<i>Grade Five.</i>
Minnie Massey	

	<i>Grade Six</i>
Addie Hinson	

	<i>Grade Seven</i>
G. P. Heilig	

WHITE GRADED SCHOOL, NO. 6

FOURTH WARD SCHOOL, COR. NINTH AND N. GRAHAM STS.

SALLIE BETHUNE, *Principal*

	<i>Grade One</i>	
Sallie Bethune	Ida Hand	Daisy Cuthbertson

	<i>Grade Two.</i>	
Mary A. Nash	Julia McNinch	Ophelia Hart

	<i>Grade Three</i>	
Louise Nisbet	Evelyn Nisbet	Levicey Gallant

	<i>Grade Four</i>	
Ruth Shannonhouse	Maud Beaty	Martha Jamison

	<i>Grade Five</i>	
Mrs. A. W. Smith		Lila Little

WHITE GRADED SCHOOL, No. 7

ELIZABETH HEIGHTS

HATTIE ALEXANDER, *Principal*

Grade One

Hattie Alexander

Mabel Trotter

Grade Two

Martha Moore

Susie Sterne

Grade Three

Loma Nisbet

Ruth Cole

Grade Four

Willie McLaughlin

Lucy Keister

Grade Five

Charlotte Rucker

Marjorie Washburn

Grade Six

Flora Jeffries

Bertha Wohlford

Grade Seven

Mrs. Lula Clegg

WHITE GRADED SCHOOL, No. 8

WESLEY HEIGHTS—SEVERSVILLE

MRS. ESSIE BLANKENSHIP, *Principal*

Grade One

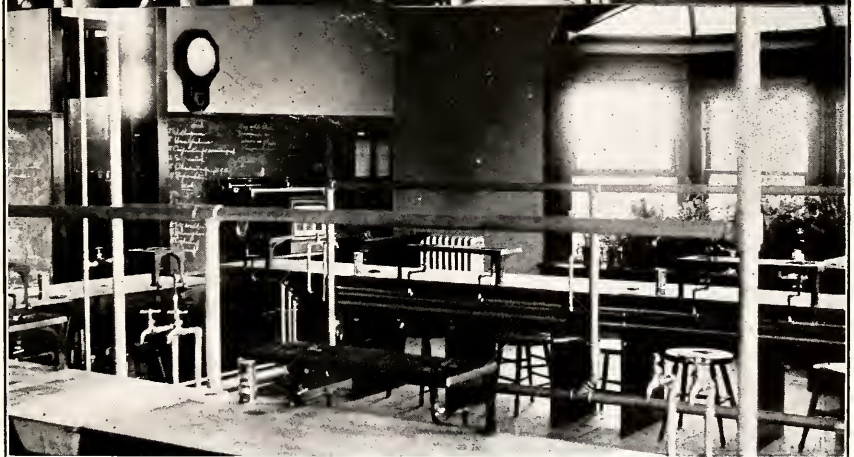
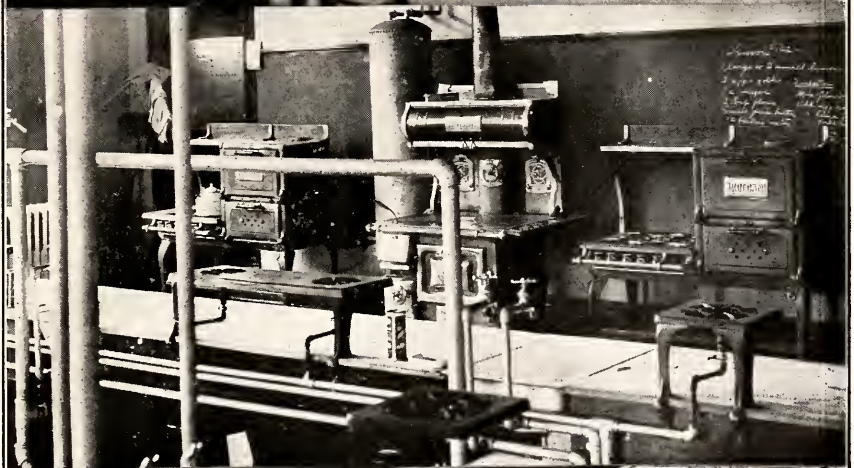
Mrs. Essie Blankenship

Grade Two

Elizabeth Long

Grade Three

Agnes E. Thompson



DOMESTIC SCIENCE DEPARTMENT OF HIGH SCHOOL.

Grade Four
Anna Carr

Grade Five
Bertha Howland

Grade Six
Ellen Jamison

WHITE GRADED SCHOOL, No. 9

GROVETON.

FLORENCE JAMISON, *Principal*

Grades One and Two
Florence Jamison

COLORED GRADED SCHOOL, No. 1

SOUTH MYERS STREET

S. B. PRIDE, *Principal*

Grade One

Addie McKnight	Nannie E. Leary	Louise Barber
Minnie Cardwell		Blanche Tyson
	Maggie Arthur	

Grade Two

Creola Means	Irene Sanders	Victoria Washington
Estelle Arthur		Sadie M. Lewis

Grade Three

Sadie Hoskins	Louis Hoskins	Mary McCullough
	Elizabeth Bampfield	

Grade Four

Josephine Wyche	Fannie Beatty	Mrs. F. W. Green
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Grade Five

Rosa A. Barber		Mary Wyche
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Johnsie Lowrie	<i>Grade Six</i>	H. G. Stewart
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Zella Alston	<i>Grade Seven</i>	Mrs. N. L. Leary
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S. B. Pride	<i>Grade Eight</i>	Mrs. J. M. Pride
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COLORED GRADED SCHOOL, No. 2

FAIRVIEW
 MRS. G. E. DAVIS, *Principal*

F. C. Davis	<i>Grade One</i>	Mary Muldrow
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Hazeline Phifer	<i>Grade Two</i>
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Willie Brown	<i>Grade Three</i>
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Hattie Q. Melton	<i>Grade Four</i>
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Mrs. G. E. Davis	<i>Grade Five</i>
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All assignments subject to change.

BY-LAWS

ARTICLE I

MEETING OF THE BOARD.

Section 1. The Board of School Commissioners shall meet on the second Tuesday in June of each year, and this meeting shall be known as the annual meeting. They shall hold their regular meetings on the second Tuesday of each month at 8:00 o'clock P. M. At their annual meeting Board shall, by ballot, elect a Vice-Chairman, a Secretary and Treasurer and Superintendent of Public Schools, who shall assume the duties of their office on July 1st of each year, and shall serve for one year, unless sooner removed by the Board. Any vacancies in either of these offices may be filled by ballot at any regular or called meeting.

Sec. 2. A majority of the Commissioners shall constitute a quorum for the transaction of any business.

Sec. 3. The order of business at the regular meetings shall be as follows: 1st, calling the roll; 2nd, reading the records of previous meeting and correcting same if necessary; 3rd, communications; 4th, reports of standing committees and of the superintendent; 5th, report of special committees; 6th, unfinished business; 7th, new business; 8th, adjournment.

Sec. 4. All reports of committees shall be in writing, signed by the members assenting thereto, and the originals filed with the Secretary of the Board.

Sec. 5. No resolutions shall be acted upon unless presented in writing over the signature of the member presenting it, and when the question is put, every member present shall vote unless excused by a vote of the majority of those present.

Sec. 6. No member shall speak longer than ten minutes upon any question, without leave of the Board, nor more than once until all have spoken who wish to speak.

Sec. 7. The meetings of the Board shall, in all instances, be conducted in accordance with the general principles of Parliamentary law, and all disputed questions of Parliamentary law shall be determined by reference to Cushing's Manual.

ARTICLE II

DUTIES OF CHAIRMAN.

Section 1. It shall be the duty of the Chairman to preside at all meetings of the Board; to sign the records of its proceedings; to attest transcripts of the same, as certified by the Secretary, when necessary; to call meetings of the Board whenever he may deem it advisable, or when requested to do so by five members; to appoint all committees when not otherwise provided.

Sec. 2. The Chairman shall call a meeting of the Board as soon as practicable after the election of School Commissioners and at such meeting appoint, subject to the approval of the Board, the following standing committees to be composed of five members each:

1. Audit and Finance.
2. Buildings, Grounds and Sanitation.
3. Visiting and Corrections.
4. Teachers.
5. Examinations, Course of Study and Text-Books
6. Night Schools.
7. By-Laws and Rules.

ARTICLE III

DUTIES OF VICE-CHAIRMAN.

In the absence of the Chairman of the Board, or at his request, the Vice-Chairman shall exercise all powers and perform all duties incident to the office of Chairman.

ARTICLE IV

DUTIES OF STANDING COMMITTEES

Section 1. It shall be the duty of the Committee on Audit and Finance to estimate carefully the probable expense of the Public Schools for the current year, and report the result to the Board.

They shall examine and endorse the list of bills and the payrolls prepared monthly by the Secretary, and no bill for any expenditure shall be endorsed for payment by this Committee until the same has been approved by the Chairman of that Committee from which it originates. All unusual and extraordinary expenditures shall be referred to this Committee before

the Board takes final action. They shall file with the Treasurer a list of teachers showing the salary and term of service of each teacher.

This Committee shall examine the bond of the Treasurer and report as to its efficiency. They shall also, once a year, or oftener if required by the Board, examine the books, accounts and vouchers kept by the Treasurer, and report upon their correctness to the Board.

Sec. 2. The Committee on Buildings, Grounds and Sanitation shall have charge of the erection of all new buildings and the repairs and alterations of old ones. They shall submit plans, specifications and estimates under instructions from the Board, and see that the work is executed according to contract.

It shall further be the duty of this Committee to pay especial attention to ventilating and warming the buildings and to everything in a sanitary nature that would promote the health and comfort of the pupils.

It shall be the duty of this committee to see to it that the janitors in the various schools carefully perform their duties and keep the buildings and grounds in an attractive and cleanly condition.

This Committee shall report upon the condition of all school property belonging to the public schools, as from time to time they may be required. At commencement of the school each year the superintendent shall make a list in writing of all the supplies needed during the year and submit the same to this committee who, after approval of same, shall turn it over to the Secretary of this Board, who will make the necessary purchases as they may be needed and called for, and all purchases of whatever nature and amount shall be made by requisition on the said secretary after having been first approved by the chairman of this committee. On all purchases of work amounting to \$10.00 or more the secretary shall obtain competitive bids.

Sec. 3. It shall be the duty of the Visiting and Corrections Committee to visit the public schools at least once a month during the scholastic year; to note the diligence and efficiency of the teachers in the discharge of their duties, and the deportment of the pupils and their progress in their studies, and to make, through their chairman, suggestions to the Board as they may deem proper for the best interests of the schools.

All cause of difference or grievance that may arise between

teachers and parents, or teachers and pupils, shall be referred to this committee for investigation.

All complaints against superintendent, principals or teachers shall be made in writing and filed with the Visiting and Corrections Committee, which, together with the recommendations of the committee shall be reported to the Board for final action. A copy of each complaint shall be furnished the party against whom the complaint is made before the same shall be heard by the Board.

Sec. 4. It shall be the duty of the Teachers' Committee to recommend to the Board a teaching force sufficient to properly care for the needs of all the schools, and no applicant for a position as teacher shall be elected until the Teachers' Committee shall have reported upon such applications.

All applicants for election as teachers in the Public Schools of the City of Charlotte shall be subject to examination by the Superintendent and Assistant Superintendent, under the rules and regulations of the Teachers' Committee, and the said committee shall recommend for election as teacher, no person who has not stood that examination with the minimum average of 85 per cent. and no person shall be eligible to election who has not stood said examination, provided, however, that applicants may be elected upon recommendation of the Teachers' Committee, to teach in "the High School" of the City of Charlotte, without requiring them to submit to said examination; provided further, such applicant or applicants, shall have diplomas or certificates of competency, from a reputable institution of learning. Those of the successful applicants who have made the highest average may be recommended by the Teachers' Committee to fill vacancies as teachers and all others making the required 85 per cent may be elected supernumeraries. On said examination valuation of various subjects shall be counted, as follows, to-wit: Arithmetic, 3; Grammar, 3; Geography, 2; History, 2; Spelling, 2; Writing 1; Reading, 1;

Provided, further, that the Board may employ teachers, upon the recommendation of the Teachers' Committee, when absolutely necessary, without requiring applicants to stand the regular examination.

When a vacancy in the corps of teachers shall occur, the Board upon recommendation of Teachers' Committee, shall fill such vacancy with the most capable person that can be secured, whether she or he shall be supernumerary teacher or not.

The Superintendent and Assistant Superintendent shall be advisory members of the Teachers' Committee.

Sec. 5. The Committee on Examinations, Course of Study and Text Books shall have control of the examinations for promotions and graduation in the schools, the result to be reported at the regular monthly meeting in July.

In the month of June annually, they shall examine the course of study prescribed by the Board and shall recommend to the Board at the regular meeting in July such improvements in the course of instruction, and such changes in the text-books as they may deem expedient; and no change in text books or course of study shall be made unless referred to this committee and approved by the Board.

The superintendent and the assistant superintendent shall be advisory members of this committee.

Sec. 6. It shall be the duty of the Night School Committee to control and direct any night schools ordered by the Board. The Committee shall select teachers, provide a course of study, secure suitable locations for the holding of such schools and shall do all other acts and things necessary to successfully conduct said schools; a report of all of which shall be made to the Board for its final action.

Sec. 7. The individual members of this Board, whether chairmen of committees or otherwise, shall not interfere in the management of the schools by giving instructions or orders to the superintendent, principals, teachers and pupils; that the superintendent, principals and teachers shall obey these orders and instructions contained in the By-Laws and rules of this Board and such other orders and instructions as may be made from time to time by this Board, at its regular or called meetings, which orders and instructions shall be communicated to them by the Secretary of the Board.

The decision of the superintendent, the regularly constituted executive officer of this Board shall be final in all matters effecting the schools, unless this Board in its regular or called sessions shall have taken contrary action; and all complaints or grievances made by or against the superintendent, principals or teachers shall be made direct to the Visiting and Corrections Committee and not to individual members of this Board.

Sec. 8. It shall be the duty of the Committee on By-Laws and Rules to consider and report upon such propositions to

create, abolish or amend the By-Laws and Rules as may be referred to it by the Board.

ARTICLE V

TREASURER

Section 1. It shall be the duty of the Treasurer to receive and pay out all money—from whatsoever source derived—set apart for the maintenance of the public schools in the City of Charlotte. He shall at all times be subject to removal by the Board, and he shall, when ordered by the Board, deliver up to his successor all moneys, books, papers and other property in his custody belonging to the public schools.

Sec. 2. The Treasurer shall pay out the money which comes into his hands only on orders signed by the chairman of the Board and by the chairman of the Finance Committee. He shall keep a book of receipts and disbursements, and shall transmit quarterly, on October 1st, January 1st, April 1st and July 1st, a full and complete transcript therefrom to the Board of School Commissioners.

Sec. 3. The Treasurer shall keep the funds on hand deposited in any of the city banks, and if any profits can be realized from such deposits they shall be added to the fund producing them, and be expended as a part thereof.

Sec. 4. In connection with the other duties herein prescribed, the Treasurer shall be ex-officio Secretary of the Board. He shall attend all the meetings of the Board, notify members of meetings to be held, and perform such other duties as usually belong to the office of Secretary. He shall receive all reports, resolutions or other documents belonging to the Board, transcribe the same in the minute book and file the originals for convenient reference.

Sec. 5. It shall be the duty of the Treasurer to collect all tuition fees from pupils outside the corporate limits.

ARTICLE VI

AMENDMENTS

All amendments or additions to these By-Laws and Rules must be presented in writing at some stated meeting of the Board, to be held over and voted on at the next stated meeting. No amendment or addition otherwise presented and acted upon shall be valid, unless the same, when presented, shall receive a two-thirds vote of the entire Board.

ARTICLE VII

That the Secretary be instructed to keep a separate record of all additions and amendments to the By-Laws and Rules of this Board which have been, or may be adopted, since the last printed edition, so that such changes can be easily referred to.

RULES

ARTICLE I.

SUPERINTENDENT.

Section 1. The Superintendent shall give his best energies and constant attention to the study of our graded school system, and shall familiarize himself with new and improved methods of instruction and government, and with the organization and management of other graded schools, with a view of rendering the instruction and discipline in our schools the best.

The Superintendent and Assistant Superintendent shall direct the attention of the teachers to the best methods of instruction and school government, giving special assistance to those having charge of primary classes and to those also having little experience in their profession. They shall, in every way practicable, aid, advise and encourage teachers in their duties, and they shall see that careful attention is given to the classification of pupils, and use their personal influence to suppress disorder and insubordination.

Sec. 2. The Superintendent shall have his office at the City Hall and shall observe regular office hours. He shall visit all the schools under the control of the Board as often as may be necessary to give the work efficient superintendence.

Sec. 3. He shall have power to suspend or dismiss any pupil for persistent violation of school regulations, or whenever the example of such pupils is injurious to the school. The suspension shall continue until the meeting of the Board, who may dismiss or otherwise order upon appeal of parents or guardian, or report of superintendent.

Sec. 4. He shall make a monthly report to the Board of the absence, tardiness or other direlection of duty on the part of any of the teachers.

Sec. 5. He shall keep a register in which he shall record

the name and age of the pupils, the parent or guardians' name and residence, date of admission and the school and class of each pupil.

Sec. 6. The Superintendent and Assistant Superintendent shall be advisory members of the Committee on Examinations, Course of Study and Text Books and the Committee on Teachers, keep a correct list of the teachers employed by the city with the salaries paid them, and in cases of sickness or absence from other cause, employ proper substitutes.

Sec. 7. The Superintendent shall be the executive officer of the Board, and see that its rules and regulations, and all orders not specially delegated to others, are carried into effect. He shall procure such books and blanks as may be necessary for the discharge of all those duties, and carefully preserve all documents, reports and papers belonging to the department, arranged for convenient reference and accessible to the Board.

Sec. 8. At each meeting of the Board he shall present a written report, giving information relative to the condition of the schools and any plans for their improvement which he may have to communicate. He shall also, with the assistance of the Secretary, prepare the annual report of the Board and return same to Superintendent of Public Instruction as required by law.

Sec. 9. During the school term he shall keep regular office hours other than school hours, of which public notice shall be given, and parents and others desiring to transact any business with him must call on him at such hours, which shall be from 4:30 P. M. to 5:30 P. M. His office shall be the general depository of all books and papers belonging to the school department.

In the absence of the Superintendent from the city his duties shall be discharged by the Assistant Superintendent.

ARTICLE II

PRINCIPALS

Section 1. There shall be elected annually by the Board a Principal for each of the white graded schools, also a Principal for each colored graded school.

In the absence of the Superintendent or Assistant Superintendent from the city their duties shall be discharged by each Principal for his or her respective school. In the absence of

the principal of the colored school, his duties shall devolve on a teacher designated by the Board.

Sec. 2. The Principals shall have a general supervision of the grounds, buildings and appurtenances of their respective schools, and shall be held responsible for the neatness and cleanliness of the premises, and whenever any repairs are necessary shall give notice thereof to the Superintendent.

Sec. 3. They shall have charge of the pupils during the recesses and the times of relaxation, calling upon the teachers for any assistance and assigning them to any duties in relation thereto that may, in the opinion of the Principals, be necessary to secure proper order and deportment.

Sec. 4. They shall see that their respective school buildings are open for the reception of pupils thirty minutes before the time fixed for the opening of the school, and they shall be present and give their personal attention to the conduct of the pupils thus admitted.

Sec. 5. They must in every way co-operate with the Superintendent in the management of the school, and shall be governed by all the rules so far as applicable to them as teachers.

Sec. 6. Principals shall have power to suspend or dismiss any pupil for persistent violation of school regulations, or whenever the example of such pupil is injurious to the school. Provided that before such suspension is made a written report with the recommendation of the Principal shall be given to the Superintendent and his approval shall be necessary for the continuance of the suspension, provided that any suspension under this section shall apply only to that scholastic year.

Sec. 7. Each Principal shall make out a pay roll for his or her school on the last day of each school month and submit the same promptly to the City Treasurer, for the approval of the Superintendent and the chairman of the Finance Committee.

Sec. 8. He shall make a monthly report which shall be a summary of the teachers' reports to the Superintendent. This report shall be delivered to the Superintendent not later than the second day of the following school month.

Sec. 9. Every Principal shall have at least one fire drill a week, and the Principal shall pay a fine of one dollar for each failure to comply with this regulation, this fine to be deducted from the monthly payroll.

ARTICLE III

TEACHERS.

Section 1. All teachers are required to be in their school rooms at least thirty minutes before the opening of the session, and to dismiss their schools promptly at the appointed time.

Sec. 2. It shall be the duty of the teachers to make themselves familiar with the school regulations and to co-operate with the Board in such matters as will best secure their observance.

Sec. 3. They shall carefully observe and enforce all the methods of instruction and discipline prescribed by the Superintendent and Assistant Superintendent.

Sec. 4. It shall be the duty of every teacher to suppress disorder and to report infractions of any rule by any pupils, whether belonging to his room or not.

Sec. 5. Teachers shall have the immediate care of their respective school rooms, and shall be held responsible for the preservation of all furniture and apparatus thereof, and they shall also co-operate with the Principal in securing good order and neatness in the halls and about the school premises.

Sec. 6. Teachers should give careful attention to the warming and ventilation of their respective rooms, and shall always keep them plentifully supplied with fresh air.

Sec. 7. Teachers shall attend all regular and special meetings called by the Superintendent and Principal, and no excuse for absence from any of these meetings shall be allowed other than such as would justify absence from a regular session of the school. A teacher absent from a teachers' meeting or normal class upon which his or her attendance is required shall lose the same amount of pay as for a day's absence from school.

Sec. 8. A teacher shall not engage during school hours in reading, writing letters, conversation, or other occupation which is irrelevant to his duties as teacher. The use of tobacco by a teacher in or about any school building is prohibited.

Sec. 9. No teacher shall be allowed to send any pupil on errands during school hours, except on urgent school business.

Sec. 10. The opening exercises in every school shall consist of the reading by the teacher and pupils, of a portion of the Bible, repeating the Lord's Prayer, and appropriate singing by the pupils. Provided that no comment of a sectarian nature shall be made.

Sec. 11. The pupils of the public schools are forbidden to make presents of any character whatever to the teachers of the same, and the teachers are forbidden to accept such presents.

All principals, assistants and teachers are forbidden to sell anything of any character, whether for charity or otherwise to pupils.

Sec. 12. The school buildings shall be used for no other than regular school purposes, and shall not be used by the teachers during vacation.

Sec. 13. No advertisement or announcement shall be read to the pupils of said schools, distributed in the school rooms or on or about the premises, or posted on the walls or fences of any school building, and no agent or other person shall be permitted to enter the school premises for the purpose of exhibiting, either to the teachers or pupils, any book or article offered for sale, except by written permission of the Superintendent.

Sec. 14. Teachers assigned by the principal shall have charge of the pupils during recess and periods of relaxation and shall at all times remain with them upon the school grounds, or wherever assigned to duty. Discipline and good order can not be preserved if the teachers congregate in the buildings and leave the children to take care of themselves. The Principals may use their discretion in excusing any teacher from the performance of this duty.

Sec. 15. Teachers shall carefully keep registers to be provided by the Superintendent, and make all reports, and obey all orders of the Superintendent and Assistant Superintendent and this Board; and a failure to comply with the rules and regulations adopted by the Board, or to be governed by the instructions of the Superintendent and Assistant Superintendent will result in the prompt dismissal of the teacher so offending subject to the provisions of Section 16.

Sec. 16. In the event that charges shall be preferred against the Superintendent, principals or teachers from any source or for any cause, the Committee upon Visiting and Corrections shall make a full investigation and report to the Board for final action. And no teacher shall be dismissed until he or she has been furnished a copy of the charges and been given a full opportunity to be heard in his or her own defense.

Sec. 17. The Superintendent, Principals and teachers shall pay a fine of one dollar in each case of tardiness, which

shall be collected by the Superintendent and paid by him to the Treasurer of this Board, who shall make proper entry of the same.

Sec. 18. All teachers shall attend the normal classes hereinafter provided for, and a failure to do so without good cause shown will be sufficient ground for dismissal.

Sec. 19. It shall be the duty of the first importance on the part of the teachers to exercise constant supervision and care over the general conduct of their pupils, and they are especially enjoined to avail themselves of every opportunity to inculcate the observance of correct manners, habits and principles.

Sec. 20. Teachers shall not be excused from school duty or be absent from school, to attend social meetings, or for any other reason unless the reason be urgent or the absence be unavoidable.

Sec. 21. When a class falls below fifty per cent. in daily attendance of the total yearly enrollment, caused by sickness or otherwise, it shall be the duty of the Superintendent or Assistant Superintendent to report the same to the Teachers Committee and the Committee may relieve this teacher of the class and assign the pupils to same grades under other teachers. The teacher thus relieved may be assigned to same position when the daily attendance of said class returns above sixty per cent. of the total yearly enrollment of said grade.

Sec. 22. No married woman not now employed in the city schools shall hereafter be selected as a teacher in the public schools of Charlotte.

Any unmarried female teacher hereafter elected shall be elected with the implied condition that her marriage is equivalent to her resignation.

Sec. 23. Teachers shall daily teach lessons in music which shall be outlined for them by the Directors of Music once a week.

Sec. 24. Every teacher shall make a written report to the Principal at the end of each school month on the blank provided for this purpose. This report shall be delivered to the Principal not later than the first day of the following school month.

ARTICLE IV

SUPERNUMERARIES

The Board shall elect a full corps of supernumerary or substitute teachers who shall be subject to the call of the

Superintendent. They shall serve only in the absence of a regular teacher and shall be paid only for the actual period of such service. The pay of white teachers shall be calculated upon a basis of Forty (\$40.00) Dollars per month. The pay of supernumeraries in the colored schools shall be calculated upon a basis of \$30.00 per month. In case of absence of a teacher on account of sickness, the salary of her substitute shall be paid one-half by the Board and one-half by the regular teacher for not exceeding ten successive school days.

ARTICLE V

PUPILS.

Section 1. No child under six years of age shall be admitted to the schools. In case of doubt as to the age of any applicant, the teacher may require a written certificate from the parent or guardian.

Sec. 2. No deaf, dumb or blind child shall be admitted to the schools.

Sec. 3. No pupils affected with any contagious or infectious disease, or directly exposed to the same, shall be allowed to attend the public schools.

The time for quarantine for the various contagious diseases as this matter has to do with the City Graded Schools shall be as follows:

The patient and children from the same house shall remain from school the time indicated below:

Small Pox, 48 days.

Scarlet Fever, 40 days.

Measles, 28 days.

Diphtheria, 28 days.

Whooping Cough, 28 days.

Mumps, 14 days.

Chicken Pox, 7 days.

Ring worm, itch, and other infectious skin diseases, until fully recovered. In all of the cases above cited a certificate of health signed by the Superintendent of Health must be presented to the Principal of the school when the children apply for re-admission.

In cases of mumps and whooping cough other children from the same house under certain circumstances may attend school earlier at the discretion of the Superintendent of Health.

Sec. 4. Non-resident pupils shall be required to pay tuition in advance at the rate of

1st Grade to 5th Grade, inclusive	\$1.50 per month
6th Grade to 8th Grade, inclusive	\$2.50 per month
9th Grade to 10th Grade, inclusive	\$3.50 per month

Pupils living in territory from which pupils attended the Dilworth, Myers Park, Belmont, Groveton, Seversville, Fairview and Biddleville schools before the City limits were extended in 1907 and who now live beyond the limits, may be permitted to attend the City graded schools at \$7.50 per school year of nine months for each pupil.

Sec. 5. No pupils shall be allowed to leave before the close of school hours except at the written request of the parents or guardian, or for some urgent reason, of which the teacher shall be the judge.

Sec. 6. Applications for leave of absence must be made to the Principal, who may grant such request, provided they do not seriously interfere with the regular course of study.

Sec. 7. Every pupil is required to attend school punctually and regularly; to conform to all the rules of the school; obey all directions of the teachers; to observe good order and deportment; to be diligent in study; respectful in manners, and kind and obliging to schoolmates; to refrain entirely from the use of profane or improper language, and to be neat and cleanly in person and attire.

Sec. 8. Pupils who are absent or tardy must bring to the teacher a written excuse signed by parent or guardian.

Sec. 9. Pupils absent more than three days, or tardy more than three times during the school month, without satisfactory excuse, may be suspended by the Principal until the Committee on Visiting and Corrections shall have investigated and reported upon the matter.

Parents should not permit the tardiness or absence of children, except for sickness or some urgent cause rendering punctuality impossible or extremely inconvenient.

Sec. 10. No pupil shall be allowed to be absent from school during the regular session to take music, dancing, drawing or other lessons, or to attend any place of public amusement.

Sec. 11. No pupil shall be allowed to retain his or her connection with the public school unless he or she is furnished with the books and other conveniences necessary for the prosecution of his or her studies, and unless his or her parents or



MANUAL TRAINING DEPARTMENT OF HIGH SCHOOL.



SEWING AND MANUAL TRAINING DEPARTMENT OF HIGH SCHOOL.

guardian shall permit and require the pupil to obey the rules established for the government of the public schools. All books must be complete.

Sec. 12. Pupils who shall deface or injure any of the school property shall pay in full for all damages. Failure to do this within one week shall subject such pupils to suspension, and they shall be re-admitted only by vote of the Board.

Sec. 13. All pupils shall go directly to and from the schools, and shall abstain from all playing and quarreling by the way or on the school premises.

Sec. 14. Each pupil shall be assigned a seat for study and it shall be his or her duty to keep it, together with books and everything pertaining to his or her desk, neat and in perfect order. Each pupil shall be responsible for the appearance of the floor in the vicinity of his or her desk.

Sec. 15. No pupil shall be advanced to a higher grade without having passed a thorough examination in all the studies of the grade from which he or she is to be transferred, except for special reasons satisfactory to the teacher, Principal or Superintendent.

Sec. 16. Pupils who shall, from indolence, irregularity or inability, fall behind the class, or fail to pass a satisfactory examination at the close of the year, must fall back to the next lower class, unless by extra effort they promptly regain their standing; and such pupils, who, after being two years in a grade are not sufficiently advanced to be promoted to the next higher grade, may be dismissed.

Sec. 17. Pupils who leave the school before the end of the year shall not be allowed any preference over new pupils in re-entering, nor shall they be permitted to rejoin their class until they have passed a satisfactory examination in the required studies.

Sec. 18. Pupils will render themselves liable to suspension or expulsion by repeated and obstinate disobedience, quarreling, disorderly conduct, indolence, truancy, using profane or unchaste language, smoking on the school premises or on the way to and from school, or while under the supervision of the school authorities, or by having on his person any pistol or other deadly weapon, or by persistent violation of any of the rules of the school.

Sec. 19. No pupils whose residence is outside the corporate limits of the city shall be admitted to any of the public schools, except on payment of tuition.

Sec. 20. To entitle resident pupils to admission to any of the public schools they shall have taken up their residence within the city *animo manendi* (with the purpose of remaining) and no pupil whose residence is temporary, and only for the purpose of obtaining the benefit of the schools, shall be admitted free; nor shall any pupil be admitted free whose parents or guardians are non-residents.

Sec. 21. Examinations shall not be held in the first two grades. In all grades above the second, examinations shall be held in the discretion of the Superintendent and teacher in charge.

Sec. 22. In the Grammar schools those pupils who fall below fifty per cent. in any study, or whose general average in all studies is less than seventy-five per cent., shall not be promoted. Provided, a pupil may be promoted if in the opinion of the teacher and Principal, or Superintendent the pupil is capable of doing the work of the higher grade. And all examination papers shall be graded accurately by the teachers in person.

Sec. 23. Pupils who are absent from school without good excuse on the days of final examination of any subject, or who shall during the final exercises, be guilty of conduct subversive of law and order, shall not be admitted to promotion or graduation.

Sec. 24. No child shall be allowed to enter the public schools without having been successfully vaccinated, which fact shall be evidenced by a physician's certificate, or in some other way satisfactory to the Superintendent, and this By-Law shall be published in the Charlotte Observer and the Evening News two weeks previous to opening of schools.

Sec. 25. No child shall be admitted during year unless six years old before the 25th day of October of that school year and the parents shall be required to fill up, sign and return the following form:

Child's Name
Date of Birth day of 191..
Parents' Names
Residence No. Street
Parents' Names
(Signed)

Sec. 26. Pupils of the Senior Class must take English and three other senior subjects besides Domestic Science.

Sec. 27. Seventy shall be the passing mark of the High School. Pupils of the High School who fail on three subjects for the year shall take over the entire work of the year, during the next term. The pupil who falls below 70 on any examination or term's work of any subject shall make up the work before he or she shall be given credit for the year's work.

Sec. 28. Pupils who are absent from the regular examinations for any cause shall be required to stand the examinations and pass on all subjects before graduation.

Sec. 29. Every pupil must complete satisfactorily the required course of the High School, or the equivalent, before he or she is awarded the diploma of the school.

Pupils who present satisfactory certificates from schools of equal standing may be credited in the High School with the work done in such schools.

Sec. 30. For cheating or attempting to cheat during examinations pupils of the High School may be suspended for a term of not exceeding one month, at the discretion of the Principal or Superintendent.

Sec. 31. Corporal punishment shall be administered only by the Principal in the presence of a witness, or by the teacher in the presence of the Principal as the Principal may think best.

Sec. 32. Whenever in the opinion of the Principal, corporal punishment is necessary the Principal shall notify the parent of the pupil, and the parent shall have the option of withdrawing the pupil from school.

ARTICLE VI.

SALARIES.

Section 1. The salaries of this Board shall be as follows:
The Treasurer of the Board \$450.00 per year, payable quarterly.

Superintendent \$2,600.00 per year, payable at the end of each month.

Asst. Superintendent \$1,800.00 per year, payable monthly, together with the use of the residence now occupied by him.

Principal of the High School \$1,350.00 for nine months.

Principal of the South School, \$1,350.00 for nine months.

Asst. Principal South School, \$1,000.00 for nine months.

Principal of the First Ward School, \$1,000.00 for nine months.

Principal of the Dilworth School \$855.00 for nine months.

Principal of the Elizabeth School, \$1,000.00 for nine months.

Principal of the North Charlotte-Belmont School, \$1,350.00 for nine months.

Principal of the Fourth Ward School, \$1,000.00 for nine months.

Principal of the Wesley Heights School, \$720.00 for nine months.

Musical Director, \$70.00 per month for nine months.

Asst. Musical Director, \$60.00 per month for nine months.

Sec. 2. The salaries of the white teachers shall be determined upon the period of service in such school as follows:

Teachers in the second, third, fourth and fifth grades \$45.00 per month for the first and second years service; \$50.00 per month for the third and fourth years service, and \$55.00 for fifth and subsequent years service, and it is further provided that the teachers have credit for successful experience at the discretion of the teachers' committee.

Teachers in the sixth grades shall receive a salary of \$60.00 per month for nine months.

Teachers in the first and seventh grades shall receive a salary of \$65.00 per month for nine months.

Sec. 3. In the High School the teachers of Algebra, Latin, Arithmetic, English, Writing and Drawing in grades eight and nine and the teacher of History shall receive a salary of \$80.00 per month for nine months.

The teachers of Science, English, French, German and Latin shall be paid \$900.00 per year for nine months.

The teacher of Domestic Science, \$122.22 per month for nine months, and assistant teacher of Domestic Science, \$45.00 per month for nine months.

Teacher for Commercial Department, \$1,000.00 for nine months.

Teacher of Manual Training, \$1,400.00 for nine months.

Sec. 4. The salaries of the colored school shall be as follows:

Principal of the Myers Street School, \$1,000.00 for nine months.

Principal of the Fairview School, \$60.00 per month for nine months.

Teachers in the eighth grades, \$52.50 per month.

Teachers in the seventh grades, \$47.50 per month.

Teachers in the first, fifth and sixth grades, \$40.00 per month.

Teachers in the second, third and fourth grades, \$35.50 per month.

JANITORS

Sec. 5. This Board shall employ janitors and helpers for their respective schools and pay them for the time employed by each calendar month of thirty days as follows:

WHITE SCHOOLS

South Graded School janitor and helper at \$60.00 per month, and two helpers at \$20.00 per month each.

Janitor during vacation period at \$35.00 per month.

North Graded School and High School combined, \$60.00 per month and four helpers at \$20.00 each. Janitor during vacation at \$40.00 per month.

Wesley Heights School janitor at \$31.50 per month, for nine months, and during vacation \$25.00 per month.

Dilworth School janitor at \$35.00 per months for nine months, and \$35.00 during vacation period, and helper during school term at \$10.00 per month.

Fourth Ward School janitor at \$40.00 per month, with janitor helper at \$30.00 per month for nine months, and during vacation at \$25.00 per month.

North Charlotte-Belmont School janitor at \$40.00 per month, janitor's helper at \$35.00 per month for nine months, and during vacation at \$20.00 per month.

Elizabeth School janitor at \$44.00 per month, one helper at \$26.00 per month for nine months, and \$35.00 per month for vacation period.

COLORED SCHOOL.

Myers Street School janitor at \$60.00 per month, janitor helper at \$20.00 per month, and janitor at \$30.00 per month during vacation.

Fairview School janitor at \$20.00 per month, during vacation \$10.00 per month.

ARTICLE VII

JANITORS

Section 1. Janitors shall be elected by the Board upon nomination of the Committee on Buildings, Grounds and Sanitation.

Sec. 2. It shall be the duty of each janitor to be neat and cleanly in person.

Sec. 3. He shall keep the school buildings and grounds under his care neat and in order, and shall carry out the directions of the Principal and Superintendent relative thereto.

Sec. 4. He shall take every precaution possible to keep the buildings and grounds sanitary. He shall use cloths for dusting and not feather dusters. All furniture and wood surfaces shall be kept clean from dust. All transoms and walls shall be kept free from cobwebs and accumulations of dust.

Sec. 5. No hall floor or stairway shall be swept during school hours unless enough sawdust compound, or dust absorbent, is used to make no dust perceptible.

Sec. 6. Each school day he shall clean or have cleaned the porcelain lavatories and fountains and shall remove all chalk dust from blackboard troughs. All blackboard erasers he shall clean or have cleaned at least once a week. He shall see that all ink wells are kept cleaned and properly filled. He may be called on by the Principal at any time to clean windows.

Sec. 7. He shall attend to the making and regulating of fires and shall notify the Principal in season when fuel is needed. He shall take proper care of the heating apparatus, and guard the buildings, furniture and grounds.

Sec. 8. The janitor in a steam-heated building shall not be absent under any circumstances during school hours when the heating apparatus is in use unless some competent person is left in charge of the same.

Sec. 9. He shall not smoke in or about the school buildings during school hours.

Sec. 10. He shall not leave the school grounds without the knowledge and permission of the Principal.

Sec. 11. He shall be kind towards pupils and render prompt and respectful obedience to teachers.

Sec. 12. He shall act as a messenger between and for the Principal and Superintendent, and perform such other duties as may be required of a janitor.

He and his helpers shall obey implicitly all directions of the Principal and of the Superintendent. In all things he shall be subject to the order of the Principal and of the Superintendent under the general direction of the Committee on Buildings and Grounds and Sanitation, and he or his helpers may be suspended by the Superintendent, or by the Principal with the approval of the Superintendent, subject to the final action of the Board.

ARTICLE VIII

ATTENDANCE OFFICER.

Section 1. The Attendance Officer shall report to the Principal of each school according to a regular schedule to be arranged by the Superintendent. He shall report at the respective schools at 8:30 A. M., as is required of teachers and principals, that he may interview the Principal with as little interruption of the school work as possible.

Sec. 2. He shall investigate all absences reported to him and make a prompt report to the Principal who makes the complaint.

Sec. 3. Once a month he shall make a written report to the Superintendent of the number of cases reported to him, by schools, and of the number of investigations he has made during the month.

Sec. 4. He shall perform all of the duties required of him by the State Compulsory Attendance Law.

Sec. 5. He shall be subject to the orders of the Superintendent, under the general direction of the School Board. He shall provide for the Superintendent and Clerk of this Board a separate record of all children on the school census between the ages of 8-12. This record shall contain the name, age, parents' name, and city address of each child.

ARTICLE IX

NORMAL CLASSES

Section 1. There shall be Normal Classes for the instruction of teachers of the public schools, and for such other persons in the city as shall desire to prepare themselves to be teachers.

Sec. 2. All teachers of the public schools of the city shall prepare for these classes such exercises as may be required of them. The races shall be kept separate in the Normal Classes as well as in the schools.

Sec. 3. These classes shall be under the charge of the Superintendent and shall be subject to such rules and regulations as the Board may prescribe.

Sec. 4. Teachers' meeting shall be held on the third Saturday of each school month; white teachers from 9 A. M. to 11 A. M.; colored teachers in the afternoon from 3 to 5.

SCHEDULE FOR JANITORS.

- 8:30—Notice Bell rings.
- 8:45—Notice Bell rings.
- 3:55—Notice Bell rings.
- 9:00—Last Bell.
- 10:35—Notice for Recess.
- 10:38—March out for Recess.
- 10:50—Notice Bell to take in.
- 10:53—Bell to march in.
- 12:20—Notice for Recess.
- 12:23—Bell to march.
- 12:55—Notice Bell to take in.
- 1:00—Bell to march in.
- 1:55—Notice Bell to dismiss Grades 1-5.
- 2:00—March out.
- 2:25—Notice to Dismiss.
- 2:30—March out and Dismiss.

SIGNALS

One tap of the gong—Notice Bell.

Two taps of the gong—March out or dismiss.

Three taps of the gong—Recess in the house. When the weather is inclement the recess periods may be shortened and daily session close one-half hour earlier.

Five taps of the gong—Emergency drill.

Every school shall have fire drill once a week.

Principals shall be responsible for keys of their respective buildings and shall keep a record of persons to whom keys are given.

ARTICLE X

GENERAL RULES

Section 1. The Public Schools shall begin on the first Tuesday in September, and shall close on May 19th of each year, unless otherwise provided by the Board.

Sec. 2. The hours of the daily session of the school shall be from 9 A. M. to 2:30 P. M., with such recesses as may be prescribed by the Superintendent; except the primary classes shall be dismissed at 2 o'clock if the Superintendent shall deem it best. Provided, at the discretion of the Superintendent, the daily session may begin one-half hour earlier during the latter part of the spring term, and provided further that when the weather is inclement the recess periods may be shortened and the daily sessions close one-half hour earlier. A uniform schedule for opening and closing shall be observed by all the schools. The studies pursued and the text books used shall be such only as may be prescribed by the Board.

Sec. 3. After October 25th no pupil shall be admitted who cannot be put into classes already formed.

Sec. 4. The established holidays shall be as follows: The annual Thanksgiving Day, Christmas holidays from December 24th to January 2nd, Good Friday and Easter Monday, Washington's Birthday, Lee's Birthday and Memorial Day shall be observed in all the schools by appropriate exercises during the latter half of the respective days. On these days all the schools shall be closed one hour earlier than usual.

Sec. 5. Pupils residing outside the corporate limits are required to present to the Superintendent a certificate from the Treasurer, showing they have paid tuition for one month in advance, and in no case to be admitted until they have complied with this requirement.

ARTICLE XI

All By-Laws and Rules of the Board of School Commissioners of the City of Charlotte enacted heretofore, in conflict with these Laws are hereby repealed.

CHARLOTTE HIGH SCHOOL

W. BARHAM DAVIS, *Principal*

The High School offers an Academic Course and a Commercial Course. The first enables the graduate of the High School to enter the State University and the Colleges without an entrance condition; the second course prepares for business life, and at the same time gives a good educational foundation. Domestic Science and Manual Training are elective in both courses. The subjects are given below.

The Charlotte High School is on the accredited list of the Southern Association of Colleges and Universities.

ACADEMIC COURSE

First Year

English
Arithmetic
Algebra
History
Latin, or Science
Domestic Science or
Manual Training
Writing and Drawing
Music

Second Year

English
Arith. and Penmanship
Algebra
History
Latin or Phys. Geog.
Domestic Science or
Manual Training
Music

Third Year

English
Algebra
Geometry
History
Latin or Chemistry
Domestic Science or
Manual Training
Music.

Fourth Year

Required:
English
Music
Select 3
Latin
Algebra
Solid Geo. and Plane
Trig.
French
German
Physics
Manual Training or
Domestic Science
with U. S. History

COMMERCIAL COURSE

First Year

English
Arithmetic
Algebra or History.
Bookkeeping
Business Methods
Writing and Drawing
Music
Domestic Science or
Manual Training

Second Year

English
Arithmetic
Penmanship
Bookkeeping
Business Methods
Drawing
Domestic Science or
Manual Training
Music

Two of the following:

Latin
History
Algebra
Physical Geog.

Third Year

English
Domestic Science or
Manual Training
Stenography
Typewriting or
Advanced Bookkeeping
Business Methods
Office Practice

Two of the following:

Latin, Chemistry
Algebra
Geometry

Fourth Year

English
Stenography
Typewriting or
Advanced Bookkeeping
Music

Select Two

Latin
French
German
Physics
Mathematics
Manual Training or
Domestic Science
with U. S. History

COMMERCIAL DEPARTMENT

ORVILLE HUGHES, *Director.*

This department has been organized to provide a practical business preparation and a good English foundation for students who may go into business houses immediately after leaving school. The School offers two years of Bookkeeping and two of Stenography and Typewriting. The Rowe System of Bookkeeping, the Howard-Pitman System of Shorthand and the Touch System of Typewriting are taught.

The department is equipped with Banking fixtures, twenty typewriters, and an adding machine.

The school does not attempt to give a short superficial course, but it proposes to make the course cover a period long enough for the student to become thoroughly familiar with the various commercial subjects as he gets his English foundation.

The school proposes to operate a vocational bureau along with the department for the purpose of supplying business men with trained students and to find positions for the graduates of the department.

DEPARTMENT OF INDUSTRIAL EDUCATION.

CHAS. E. LACEY, *Director*

Outline Course of Study for Industrial Education, Including Woodworking and Mechanical Drawing

WOODWORKING.

Since Manual Training is founded upon the development of self activity, the work should begin with exercises most easy *from the child's point of view* and proceed to those more difficult. Every model constructed should have a vital connection with life—home life, school life, or the child's life of sport. While a series of models has been suggested for each grade, any desires of pupils to work out new models will be most carefully considered and encouraged. Great care should be taken that full opportunity is given for the exercise of the pupil's judgment regarding matter of shape, size and proportion of parts. Nothing so depreciated the value of manual work as too much help from the teacher. Pupils should be led to discover that the use to which any article is put governs its form and the material used in its construction, and that ornamentation should chiefly consist in the refinement of necessary parts and the bringing out of the natural beauty of the material.

The manual work should start in the first grade with cardboard construction and raffia weaving and should continue on up to the fifth grade when the pupil should begin using a Sloyd knife. This tray work may continue through the sixth, or elementary branch work may be begun in the sixth and continued through the eighth grade. In the ninth, tenth and eleventh

grades the pupils should be taught advanced bench work, design, elementary and advanced cabinet construction and woodturning. As bench work is taught only in the high school the omission of a great many exercises is necessitated.

A brief outline of the course follows:

Eighth Grade—First Term:

Care of bench and equipment.

Distinguishing characteristics of common woods.

Names of all bench tools as taken up for use; the names of their parts and proper care.

Method of sharpening edge tools.

Something of the history and evolution of the common tools.

Eighth Grade—Second Term:

Edge planing, testing for uniformity of width.

Use of saws and miter box. Methods of fastening parts.

Use of boring tools.

Eighth Grade—Third Term:

Chamfering.

Proper use of hammer, nail set.

Facts about the use and misuse of sandpaper.

Models—

Sandpaper and pounding block.

Bench hook, book rack, tea pot stand.

Necktie rack.

Ninth Grade—First Term:

Review of principles and processes learned in previous grade.

Use of dowel.

Bowsawing, use of spoke-shave.

Use of chisel.

Ninth Grade—Second Term:

First principles of joinery, groove joints, cross-lap joints.

Use of corner blocks and other means of strengthening.

Ninth Grade—Third Term:

Mortise-and-tenon joint, keyed and blind.

Use of crapers.

Mitered joint, use of splines.

Models—

Tabouret with cross-lap joint.

Book stalls with housed joint.

Book shelves, plate racks.

Umbrella rack and mortis-and-tenon joint.

Tenth Grade—First Term:

Review of principles and processes learned in previous grade.
Use of machines. Care of machines. Lacing of belts, etc.

Tenth Grade—Second Term:

Principles of wood-turning.
Spindle turning.
Face-plate turning.
Sharpening of wood-turning tools.

Tenth Grade—Third Term:

Elementary cabinet making.
Drawer construction.
Hinging and locking.

Models—

Magazine stands, plant stands.
Music cabinet.
Shaving stand.
Towel rings, card trays, Indian clubs.
Porch swing, medicine cabinet.

Eleventh Grade—First, Second and Third Terms:

Advanced cabinet construction.
Original pieces of furniture will be made.

MECHANICAL DRAWING.

"Before there can be accurate expression there must be clear conception.

Previous to the construction of every model in bench work there should be:

1. Freehand sketch of model to be made.
2. Working drawing to scale of all articles except experimental models.
3. Complete order for stock required.
 - a. Lumber-length x width x thickness.
 - b. Material needed, i. e., nails, screws, etc.

Eighth Grade:

Simple sheet of lettering.
Sheet of straight lines.
Relation of views in orthographic projection.
Dimensioning.
Mechanical Drawings of articles to be made in shop.

Ninth Grade:

- Principles reviewed.
- Advanced sheet of lettering.
- Sheet of problems, geometrical.
- Tangents.
- Use of drawing instruments.
- Mechanical drawings of articles to be made in shop.

Tenth Grade:

- Revolution of solids.
- Development of prisms and pyramids.
- Development of cylinders and cones.
- Intersections.
- Mechanical drawings of articles to be made in shop.

Eleventh Grade:

- Review of all principles.
- Isometric projection.
- Cabinet projection.
- Mechanical drawings of articles to be made in shop.

DOMESTIC SCIENCE.

MISS FRANCIS RAY, *Director.*

MISS HANNAH CONSTABLE, *Assistant.*

This course includes cooking, sewing and lectures on Household Economics, Sanitation and Personal Hygiene. Each class takes cooking one half the year and sewing the other half. The first and fourth year girls cook the first half of the year and sew the second half, and the second and third year girls take the work in the reverse order.

This course was supplemented during the Spring Sessions of 1913-15 by a series of lectures on "Emergencies" by Dr. Orren Moore.

COOKING OUTLINE

FIRST AND FOURTH YEAR CLASSES.

EIGHTEEN LESSONS—ONE HALF YEAR

Fall Term

1. Introduction: Sandwiches and tea, cocoa.
2. Preservation of Food: Fermentation discouraged: Canning—Peaches, pears, beans and tomatoes.

3. Canning (continued): Jelly—Apple and grape. Marmalade—Tomato and Peach.
4. Fermentation Encouraged: Rolls, coffee, cake and bread.
5. Batters and Doughs: Leavening Agents; muffins.
6. Typical Protein Food: Egg Omelet; table setting; coffee.
7. Breakfast: Serving with or without a Maid; Review omelet, coffee and muffins, apple compote.
8. Meat, Cheap Cuts: Use of left overs, cottage pie.
9. Left Overs: Salad and salad dressing.
10. Cookies: Working out variations of one recipe—Hermits, cocoanut cookies, nut cookies, chocolate cookies, ginger cookies.
11. Baking powder biscuits.
12. Review Meat Lesson, Salad, baking powder biscuit, cookies and serve a simple luncheon.
13. Lesson on balanced meal and proper food combinations.
14. Lesson in Hospitality: Tea for Mothers.
15. Christmas candy.
16. Laundry Lesson: Removal of stains.
17. Stew of meat with vegetables and biscuits.
18. Cake or ice cream.

These lessons aim to give the girl power to prepare simple meals of well cooked, nutritious foods and to serve them attractively, to care for the furnishings of kitchen and dining room, to select materials with economy and to know something of their food value. It is the purpose to handle the lesson so that the girl may gain a sense of responsibility and pleasure in contributing to care of home. A spirit of co-operation in work, habits of cleanliness, neatness and order and an appreciation of the dignity of home work.

SECOND AND THIRD YEAR CLASSES

Spring Term

1. Introduction: Temperature experiments; orange ice, apple compote.
2. Vegetable Cookery: Boil corn, steam carrots, white sauce.
3. Study of starch: Potato (Examination of composi-

tion) baked, boiled, mashed Irish potato; cream of potato soup; cream potato; baked sweet potato; glazed sweet potato.

4. Starch (continued): Cereals: Rice, Macaroni with tomato sauce, farina with dates.

5. Salads in Season: Salad dressing, boiled dressing, Mayonaise dressing, French dressing.

6. Fats: Sauteing, bacon potato, frying halibut, croquettes, fritters, etc.

7. Protein food and underlying principle of cooking eggs in various ways.

8. Study of Milk: Separation of fat protein and water, making butter, cheese, junket, boiled and baked custard.

9. Soups: With stock, cream soups.

10. Poultry: Preparation of balanced meal, serving meal, preparation of menus.

11. Batters and Doughs: Leavening agents; pour batter, popovers, waffles, griddle cakes, eclairs.

12. Batters and Doughs (continued): Drop batter, muffins, etc.

13. Batters and Doughs (continued): Soft dough, baking powder biscuits, variation of dough.

14. Batters and Dough (continued): Stiff dough, bread.

15. Pastry with baking powder.

16. Pastry without baking powder.

17. Cakes.

18. Public Lesson: Demonstration or entertaining.

SEWING

All kinds of hand sewing including button holes, the stitches learned being applied to articles of use. Learning to use sewing machines. Instructions in the use of patterns. Cutting, fitting and making under-garments.

LECTURES

Bacteriology.

Foods.

Dietetics—Practical dietetic.

Home—Nursing and emergencies.

Housekeeping.

Shelter—Furnishing and sanitation.

Accounts.

Personal Hygiene.

Study Textile Mills, etc.: Child labor, ethics of shopping, personal accounts, cost of wardrobe, sweatshop, consumers league.

COURSE OF STUDY

PRIMARY AND FIRST GRADES

First Term

Reading—First Month, Sight Words. Second Month, Begin Ward's Additional Primer.

Writing—Teach correct posture and easy muscular movements at the desk and practice drills 1, 2, 3 and 4; begin on the blackboard, at the same time, the script forms of the white-on-black copies. Practice script forms at the desk when oval and straight line drills can be made easily.

Language—Oral reproduction of stories. Mother Goose Fables, Fairy Tales, Nature Myths. Poems and Stories appropriate for the season, such as "Anxious Leaf," "Little Golden Rod", Golden Rod, Why Do You Look So Bright", "How the Leaves Come Down," "The Kitten and the Leaf," and Thanksgiving Stories, 100th Psalm and 23rd Psalm.

Children are encouraged to express themselves freely and often about their stories, things in nature and other things of interest to them. Attention is paid first to single sentences, then to connected sentences, until the children are able to reproduce the whole story.

Nature Study—Study fruits, seeds, leaves and flowers of September and October.

Drawing and Paper Cutting—This work is correlated with language work and nature study. Constructive work is done also with clay.

Number Work—Reading and writing numbers 1 to 10, on the blackboard.

Second Term

Reading—Ward's Additional Primer, Pt., II., completed. Ward's Additional First Reader, January.

Writing—Continue the work of the First Term.

Spelling—Oral Spelling of selected words. Written spelling of selected words, to be written by the pupil on the board.

Language — Oral Reproduction of Stories continued. Poems, songs and stories appropriate for Winter, such as "Good

Bye, Little Flowers," "Little Pine Tree," "Why the Evergreen Trees Keep Their Leaves," "O, Little Town of Bethlehem", "First Christmas", Christmas Stories, Bible Stories, Luke 2, 8-20, Stories of Lee and Jackson, January 19th, and of Washington, February 22nd., Parable of Ten Sowers.

Drawing and Paper Cutting—Work is based on Applied Arts Drawing Book I. The book is to be in the hands of the teacher only.

Number Work—Reading and writing numbers 1 to 50. Addition and Subtraction with small numbers.

Third Term

Reading—Additional First Reader, complete; Supplementary Reading, Progressive First Reader or Art Lit. Reader, Book I, or Free and Treadwell, Book 1, supplied by the school.

Spelling—Selected Words from reading lessons. Webster's Speller, Through pages 20, 21, 22, omitting parts.

Language—Oral reproduction of stories. Poems, songs and stories appropriate for Spring, such as "March Wind," "What the Winds Bring," "In March Days," Brown, "Song of the Winds", "The Sun and the Wind", "How the Robin Got Its Red Breast", "Mr. and Mrs. Robin", "Ugly Duckling". Bible Stories. Parable of the Sower, Parable of the Good Shepherd, Easter Stories, Parable of the Sower, Parable of the Good Shepherd, Easter Stories.

Drawing and Paper Cutting Continued.

Number Work—Writing numbers, 50 to 100. Addition and Subtraction with small numbers. Multiplication table through the fifth line. Roman Notation to XX.

SECOND GRADE.

First Term

Reading—Wards First Rational Reader Parts I. and II. bound together.

Writing—Palmer's Primary Writing Book. Teach correct position and Muscular movement. Practice oval and straight line drills constantly, and at the same time teach script forms as given in the book.

Language Outline Second Grade arranged from plans of Miss Mabel Trotter, Elizabeth School.

Language—September. The morning talk should give the

keynote of each day's work. Let the aim of these talks be, 1st, to secure freedom of speech and subsequently to write of simple things; 2nd, to secure correct expression; and 3rd, to enlarge the vocabulary. At the same time develop the child's power of observation, broaden his scope of useful information and implant in his memory beautiful thoughts and ideals. 1. Let these talks frequently be of an ethical nature "for the reason that children imitate what they admire and because of the unconscious influence of an ideal upon character." 2. Discuss Hygiene in all of its practical phases. 3. Nature Study talks this month may be on plant life of flowers, seeds and care of Mother Nature for young plant life; of insect life and the care of Mother Nature for young insect life, food, work and homes.

Stories are to be told and reproduced orally and one or more to be dramatized. Stories suggested: "The Daisy", by Hans Anderson, "Clytie, the Sea Nymph", Selections from "The Adventures of Mabel," "Jack and the Bean Stalk," "Little Red Hen".

Memorize the 1st Psalm, A Health Creed or "The Health Alphabet", and Eugene Field's "Wynken Blynken and Nod".

Language—October, Morning Talks, Review "Health Creed", emphasizing the benefits of sunshine, fresh air and plenty of sleep. Nature Study, leaves, seeds, grains, fruits, cocoons and birds.

Stories for oral reproduction—"Story of Columbus", "The Elephant's Child". Kipling, in the "Just So Stories". "Epaminondas and His Auntie," from "Best Stories and How to Tell Them"; Dramatize "The Ginger Bread Man"; Halloween Myths. Require correct expression at all times; lay emphasis on the proper use of—saw, seen, took, taken.

Memorize—"All Things Bright and Beautiful", from "Stepping Stones to Lit".

November: Morning Talks, Hygiene, What to eat, how to eat and when to eat. Nature Study: Nature's preparation for Winter, Migration of birds, disappearance of insects, action of frost, heavier coats of fur, wool, and feathers.

Good manners in the home, on the street, in the school room and on the play ground. Allow children to enter freely into their talks and require correct expression.

Stories suggested, to be read and reproduced orally: Stories of the Dutch from "Children of Other Lands", Silver, Burdett & Co.: Indian Stories, Selections from "Hiawatha," Story

of the Pilgrims and the First Thanksgiving. Allow children to make booklets of their Indian, Dutch and Thanksgiving drawings, and copy outline sentences of the story in the booklet. See Primary Education, November, 1912. Memorize 24th Psalm, and the "Child's Prayer", Stepping Stones to Lit'.

Arithmetic—September, Review First Grade work. Count and write numbers from 1 to 100. Oral and written drill on Roman Numbers to XXXV.; Text book, Lessons I. to V., examples 5 in lesson II. and IV. give only one example at a time until all have gotten the form. End each lesson with a mental drill. Begin Multiplication tables in concert. Give a great number of supplementary examples as $3 \times 2 \times 7$.

October: Count to 100; Roman Numbers to L., oral and written; Text Book, through lesson VIII.; daily mental drills on the combinations and on adding numbers in a column; about third week teach carrying in ex. such as $57 + 93$.

November: Keep up review work daily; Dictation of numbers to 100; Drill on combinations; Text book through lesson XVII.; Begin written examples; Finish Multiplication table in concert. Stoddard's Juvenile Mental Arithmetic, text book.

Spelling—Webster's Speller, pages 17-25.

Drawing—Applied Arts Drawing Book.

Music—See outline.

Second Term

Reading—Ward's Rational Second Reader.

Writing—Palmer's Primary Writing Book, continued.

Spelling—Webster's Speller, pages 25 to 34.

Language—December, Morning conversations on the ways of avoiding colds, by breathing pure air day and night, eating heat producing foods, wearing proper clothing, keeping feet dry, etc. Conversations on helping in the house and why we wish to do for those that we love. Tell the story of Bethlehem and memorize Luke 2, 8, 20. Memorize one of Eugene Field's Christmas Poems. Tell the Legends of the Christ Child by Andrea Hofer; "The Fir Tree" and "The Little Match Girl" by Hans Anderson; "Piccola" by Celia Thaxton, and stories of Christmas in other lands.

Let them make booklets of the best work of all kinds done during the month for Xmas presents for their Mothers.

January: Morning talks, discuss the reason why so many children are absent from school on account of sickness at this season. In order to be well and happy we must avoid im-

moderate eating especially of rich foods at irregular times; we must learn to control ourselves when we are young so that we will not be weak and selfish when we are old. Lead them to talk on ethics in a simple way; give them talks on home geography.

Language—January, continued. Let the children begin keeping composition books; copy into these good poems, observing neatness, capital letters, punctuation and the proper arrangement of verses; copy songs for Lee and Jackson day; tell them stories of Lee and Jackson and of the Civil War.

Read them Esquimo stories such as are found in the "Around the World" Readers; Silver, Burdette & Co. Dramatize "The Three Bears" and "The Three Goats;" have them memorize "Which Loved Mother Best" by Joy Allison, or "Foreign Children," by Stevenson, or some short poem. Begin to memorize a Bible alphabet of verses, 123rd Psalm.

February: Simple conversational lessons on eating, drinking, breathing, and sleeping; on self-control, temperance in eating and drinking; healthful foods and drinks.

As a further basis for language work give lessons on courtesy and thoughtfulness of others, on George Washington's rules of good behavior. Let them copy rules into their composition books and learn them with the Golden Rule for memory work. Read Story of the New Hatchet, Ward's Second Reader. Have oral reproduction of reading lessons each day, and a dramatic reproduction of some story, such as "Chicken Little," etc. Tell stories of Washington and Lincoln, of Betsy Ross and the First Flag, and of St. Valentine. Put words to be used in outline sentences on the board relating to these stories and allow the class to construct the sentences on paper. Memorize Beatitudes. Books of the Bible.

Arithmetic—December, Finish Addition in the text book. Take up Subtraction and finish this subject in text book. Review combinations constantly, give a number of practical examples.

January: Begin individual recitation of tables; finish eight. Teach the sign of Multiplication and teach lessons I. to V. in book. Keep up review in Addition and Subtraction. Count by 2's, 3's, 4's, 5's to 50.

February: Lessons V. to X. Take examples with two

digits, as 72x4, then with three digits, as 723x3. Drill on combinations. Make supplementary examples.

Music—See outline.

Drawing—Applied Arts Drawing Book.

Third Term

Reading—Finish Rational Reader; take up Stepping Stones to Lit. Supplementary Reader, Progressive Reader, II., (or Free and Treadwell) furnished by the school.

Writing—Continue drills and script forms. Finish Primary Writing Book.

Language—March. Continue morning talks on ethics, Nature Study; hygiene of the skin, teeth, eyes, ears and the proper position of the head and shoulders; elementary home geography; Awaken interest in flower cultivation; if possible have a window garden in the school room. Put questions on the board on these subjects and have the child write the answers in complete sentences.

Work as many words as possible into their written vocabulary by giving them classified spelling lessons, as lessons on flower names, lessons on fruits, others on foods, colors, etc.

Suggested stories for oral reproduction or dramatization: Stories of Holland, "The Stories of the Hole in the Dike," "Cinderella," "Tom Thumb," "The Old Woman and Her Pig." Memorize "A Good Boy," by Stevenson. Begin Ten Commandments.

April: Discuss as Nature Study, birds, trees, flowers, and flower cultivation. Try to have every child have a garden of his own. Let them write little letters telling of their hopes and plans for these gardens. Health talks on keeping the blood pure and the system in good condition in the Spring. Use the language lessons given in the Stepping Stones to Lit.

Tell the story of the Resurrection, also stories of the Japanese and Chinese from "Around the World" readers, Silver, B. & Co. Suggested stories for oral reproduction, or dramatization, or for written work in outline form: "A Drop of Water," Hans Anderson; "The Hare and the Tortoise," and "The Candy House," Grimm, "One, Two, Three," Skinner's Selections for Memorizing, S. B. Co., "The Dinkey Bird," and "So, So, Rockabye So," E. Field.

To Memorize: "A Boy's Song," Step. Stones to Litt. II.

May: Review the Morning Health Talks, and have

children write outline sentences of them in their composition books.

Nature Study—Birds and flowers. Keep up the enthusiasm in the gardens. Use language lessons in Stepping Stones to Lit.

Suggested stories for oral reproduction: "Five Peas In a Pod," Hans Anderson. "The Ugly Duckling," "The Tar Baby," Uncle Remus, stories of the Japanese and Chinese from the "Around the World" readers. Dramatize "Three Piggy Wigs," Progressive Reader. To memorize, "Seven Times One," Step. Stones to Litt. Language outline, second grade prepared from plans of Miss Mabel Trotter, Elizabeth School.

Arithmetic—March. Finish all tables and examples on pages 37 and 39. Stress the Written work; drill combinations; make practice example to supplement the text.

April and May—Review the drill on combinations in Addition, Subtraction and Multiplication. Give lesson I., page 41 in Division, the last week in April and continue division until lesson I. and lesson III. have been completed. Read and write numbers to 1,000.

Arith. Outline prepared from the plans of Miss Blanche Austin, First Ward School.

Drawing—The lessons are based on Applied Arts, Book II., and are to be given by the teacher.

Spelling—Webster's Speller, pages 34 to 40. Selected words from the reading lesson.

Music—See outline.

The text-book assignments are made that each teacher may have some idea of the amount of work that is to be covered by other teachers of the same grade. The text books give simply an outline of the work. Every teacher is supposed to supplement the text with a great deal of information drawn from other sources.

THIRD GRADE

First Term

Reading—Ward's Rational Method and Manual; Third Reader. September, pages 9-35. October, pages 36-67. November, pages 67-107.

Writing—Palmer's Method of Business Writing. Teach correct position and muscular movement constantly; practice

straight line and oval drills, apply this to script forms. See that all writing during school hours is with the Palmer movement.

Spelling—Webster's Speller, lessons 14-21, for September, October, lessons 22-26; third month, November, lessons 27-31. Words one syllable and then words two to page 55. Selected words from reading lessons.

Language—Through Nature and Art; September, Text book, lesson 1-5. 8th Psalm. Poems and stories suggested for third grade are from plans of Miss Ruth Porter, Dilworth School. In connection with Language work, it is suggested that the class study one poem each week. The following are suggested:

Friday, September 10th. "A Child's Thought of God," Brown-ing. Friday, September 17th, "September," Helen H. Jackson, page 20, Language text book. Friday, September 24th, "A Boy's Song," Hogg, Language Book, page 54; Oral reproduction of stories which are told to the class by the teacher. See list suggested below:

October: Text book, lessons 6-20. Poems suggested: Friday, October 1st, Life of John Charles McNeill, told by the teacher, and selections from his poems read or recited by her; Friday, October 8th, "Wishing," by J. C. McN. Friday, October 15th, "Bluffers," by J. C. McN. Friday, October 22, "Be Shame," by J. C. McN. Friday, October 29, "Baby's Noggin," by J. C. McN. Continue oral reproduction of stories.

November—Text book, lessons 21-34 Poems suggested: Friday, November 5th, "My Shadow," Stevenson. Friday, November 12th, "Little Boy Blue," Eugene Field. Friday, November 19th, "Sweet and Low," Tennyson. Friday, November 26th, "Landing of the Pilgrims," Hemans, Language book, page 93. Stories of Thanksgiving; written reproduction in simple outlines, made up in booklets. Make cover design in the drawing lesson. 19th Psalm.

Drawing—Applied Arts Drawing, Book III. See Teachers' Manual. Correlate Language Work. Nature Study and Drawing.

Music—See outline.

Arithmetic—Milne's Elements of Arithmetic: September, Notation and Numeration, pages 78-84. October, Notation and Numeration of U. S. money; Roman Notation, pages 85-88. November, Addition, pages 90 and 94. (On page 91 omit examples 27, 28 30, 34 and 35. On page 92 omit example 41. On page 93 omit examples 53, 54, 56 and 61.) Drill on combinations throughout the term. Stoddard's Mental Arithmetic, September, pages 2-5. Octo-

ber, pages 6-9. November, pages 9-12. Drill on rapid addition and multiplication.

Second Term

Reading—December, Rational Reader, pages 108-143. January, Rational Reader, completed; read best stories again. February, Good Health.

Writing—Continue the work begun in the first term.

Spelling—Lessons 35-43, for December, January, 45-57. Omit lesson 44. February, lessons 50-55. Selected words from reading lessons.

Language—December, lessons 35-44; Skip to Christmas lesson, 74, and continue through New Year lesson 80. Poems suggested for study: Friday, January 4th, "Beautiful Things," Jane Taylor. Friday, January 11th, "Cradle Hymn," Martin Luther. Friday, January 18th, "Why Do Bells for Christmas Ring," E. Field. Make Christmas booklets, containing language work for Christmas.

January: Lessons 45-58. Poems suggested for study: Friday, January 8th, "The New Year," Tennyson, Language page 125. Friday, January 15, "The Hand of the Counterpane," Stevenson. Friday, January 22, "Obedience," Phoebe Cary. Friday, January 29, "See'n Things" or "Little Orphan Annie," Field.

February: Lessons 59-73. Poems suggested for study: Friday, February 5th, "Where Go the Boats?" Stevenson. Read as parallel work with Lesson 139 on Boats. Friday, February 12th, "Intellectual Limitations," Riley. Friday, February 19th, "America." Have children memorize this for Washington's Birthday. Friday, February 26th, "The Village Blacksmith," Longfellow. Study this on February 27th, Longfellow's birthday.

Arithmetic—Milne's Elements of Arithmetic: December, pages 91-93; Statement examples and Addition. January, pages 95-98, Subtraction. February, Statement examples in Addition and Subtraction, combined, pages, 99-101. (Page 99, omit examples 1, 4, 5, 7, and 12. Page 100, omit examples 13, 15, 20, 21 and 22. Page 101, omit examples 26, 28 and 32). Thorough drill on the combinations. Stoddard's December, pages 13-16. January, pages 16-19. February, pages 20-24.

Drawing—Applied Arts Drawing Book, see Teachers Manual.

Music—See outline.

Third Term

Reading—Stories of Great Americans for Little Americans, Good Health, completed.

Writing—Palmer's Business Method of Writing, continued.

Spelling—Webster's Speller, lessons 56-59 in March. April, lessons 60, 61. Turn back to page 28. May, pages 34-35.

Language—Text book, March lessons 81-85. Poems suggested for study: Friday, March 5th, "In March," Wordsworth. Friday, March 12th, "Let Dogs Delight to Bark and Bite," I. Watts. Friday, March 19th, "The Wind," Stevenson. Parallel with Language lesson, page 179½-190. Friday, March 26th, "The Violet," Jane Taylor. Parallel with Language lessons 191-199 on Spring Flowers. Memorize 121 Psalm.

April—Text book, lessons 96-114. Poems suggested for study: Friday, April 2nd, Easter Program, (Selected by teacher). Friday, April 9th, "Try Again," by Hickson. Rational Reader, page 109. Friday, April 16, "The Jay Bird," Riley. Parallel with work on Birds in Language Text book. Friday, April 23rd, "The Busy Bee," Isaac Watts. Parallel with lessons on Bees, pages 133-135. Friday, April 30th, "Rain," Stevenson. 12th Chapter of Ecclesiastes.

May—Text book, pages 115-133. Poems suggested: Friday, May 1st, "Speak Gently." Friday, May 8th, "Memorial Day Poem. Friday, May 15th, Review of poems, and Special program for the closing of school.

Stories suggested for the Third Grade:

Fables—Aesop, "Dog Cock and Fox," "Lion and the Mouse," "Kid and Wolf," "Hare and Tortoise," "Fox and Grapes," "Wind and Sun," "Dog and Shadow," "Goose and Golden Eggs," "Arab and Camel," "Mice in Council."

Fairy Stories—"Cinderella," and "Red Riding Hood" (Illustrate with cut-out). "Rapunzel," Grimm. "The Ugly Duckling," Anderson. "Frog Prince," Grimm. "The Three Bears" (with cut-outs). "Jack and the Bean Stalk." "The Nightingale," Anderson. "Aladdin," Arabian Nights. "The Little Match Girl." "Hansel and Grethel," Grimm. "The King of the Golden River," Ruskin.

Ancient Stories—"Horse of Troy." "King Croesus." "King Canute." Expedition of the Argonauts; Story of Cyclops; Story of Hercules; Story of Ulysses; Folk stories, Bible stories.

Classical Stories, Simplified—"The Pied Piper of Hamelin," Browning, (Illustrate). "Pipa Passes," Browning. "Hiawatha,"

Longfellow, (Illustrate with cut-outs). "Robin Hood" and Sir Garlahad and other stories from King Arthur. Stories of Alfred the Great.

American Stories—See "Hero Stories from American History," by Blaisdel and Ball, in the Carnegie Library. See William's Choice Literature.

Geographical Stories—See "Peeps at Many Lands," and other books of the kind in the Library.

Bird Stories—"Burroughs."

Bible Stories—"Old Stories of the East," American Book Company. Poems and Stories suggested for Third Grade are from the plans of Miss Ruth Porter, of the Dilworth School.

Arithmetic—Milne's Elements of Arithmetic: March Multiplication, multiply by one and two figures with thorough work on tables, pages 102-107.

April—Multiplication contained, more difficult work, also statement examples, pages 111-114. (On page 113 omit examples 111, 113, and 117. On page 114 omit example 119).

May—Review examples 116-117. (On page 116, take only example 4. On page 117, take only examples 9 and 11. On page 118, take only examples 19, 20, 24, and 25). Full review of years work. Drill on rapid calculations in addition and multiplication.

Stoddard's Arithmetic—March, pages 25-28; April, pages 29-34; May, pages 34-38.

Music—See outline.

FOURTH GRADE

First Term

Reading—Hawthorne's Wonder Book.

Writing—Palmer's Method of Business Writing. Practice muscular movement with oval and straight line drills. Apply the movement script forms. See that all written work of the class is written with muscular movement.

Spelling—Webster's Speller, pages 22-33.

Language—Text Book Modern English, Book I. Emphasize oral and written reproduction of stories. Have short stories told and re-told frequently. Use these as basis of language work. Question pupils until they have a clear mental grasp of the story as a whole. Call on members of the class to tell the story: see that the parts are told in sequence; work for good expression. Supplement the text book with short stories, full of action; stories of American Pioneers, stories of heroes. See Appendix Modern English for list. Memorize 13th Psalm.

Text Book—September until examination, Sections 1-23. October, Sections 24-37. November, Sections 38-49.

Arithmetic—Milne's Elements: September, review rapidly Principles of Addition and Subtraction;; drill on Multiplication tables daily. Text book, page 112. Multiply by two and three numbers. Make a great number of supplementary examples.

October—Begin with example 106, page 113; take all examples with a multiplicand of two digits, through example 123. Take pages 116-118, examples 1, 4, 20, 24, and 25; give a great number of practical examples taken from experiences of children. Drill on rapid addition and multiplication combinations.

November—Division with divisors 2-9. Place quotient over the dividend, the first figure over the last figure of the first trial dividend. Keep up drill on combinations of numbers daily.

Stoddard's New Intellectual, Sections 1-8.

Geography—Dodge's Primary. September, Charters 1-6. October, Chapters 7-10. November, Chapters 11-15. Teach casual relations, arouse an interest in the principle of cause and effect as determining life conditions, industries and commerce. See Teachers' Hand Book.

Music—See outline.

Second Term

Reading—Hawthorne's Wonder Book; January 1st, McCorkle's North Carolina History Stories.

Writing—Work of the first term continued.

Spelling—Lessons 46-62.

Language—December, Sections 50-69. January, Sections 70-86. February, Sections 86-104. See "Suggestions for Teaching English and Directions for Use" in connection with Emerson and Bender's Modern English. 14th Chapter St. John.

Arithmetic—December, Examples with two digits in divisor, pages 124 and 128. Supplement the work with examples by the teacher. Drill on combinations and rapid additions and multiplications. January, page 131, examples 1-12, 17, 18, 19, 23, 24, 25, 26, 29. Continue with supplementary examples in Division. February, Teach sections 121, 122, 124, 125, 126; Section 129, page 140; examples 2-31, page 141. Supplement the text with L. C. M. examples. Keep up daily work with supplementary examples in Division, and drill on Multiplication table.

Stoddard's Intellectual Arithmetic, Sections 9-16.

Geography—December, Chapters 16-18. January, Chapters 19-21. February, Chapters 22-24.

Drawing—Applied Arts Drawing, Book 4, See Teachers' Manual.

Music—See outline.

Third Term

Reading—McCorkle's North Carolina History Stories.

Writing—Palmer's Business Method continued.

Spelling—Webster's Speller, pages 48-63.

Language—Text Book; March, sections 104-119. April and May, sections 120-132. 13th Chapter 1st Corinthinans.

Arithmetic—March, Fractions, pages 145-149, select best examples, omit others; teach sections 136-139, page 149; sections 141-143, pages 150 and 151 and give a great number of supplementary examples. Continue division examples daily and drill on combinations.

April—Text Book, pages 152-154. Supplementary examples by the teacher. Division examples, combination and Multiplication table drill.

May—Text Book, pages 155-156. Division examples with divisors of three and four figures to be given by the teacher.

Drawing—Applied Arts Drawing Book 4. See Teachers' Manual.

Music—See outline.

Geography: March, Chapters 25-26. Geography: April, Chapters 27-28. Geography: May, Read Chapter 29.

FIFTH GRADE

First Term

Reading—Emergencies, Hygiene Series.

Writing—Palmer's Method of Business Writing.

English—Emerson and Bender's Modern English, September until examination, Part III, through Section 153; October, Sections 154-169; November, Sections 170-184; The aim of the language work of the Fifth Grade is to have pupils acquire good style of expression by constant practice in reproducing stories, in writing letters, etc.; second, to encourage them to read good literature; and third, to teach them the kinds of sentences, and parts of speech as they are applied in the language work, so as to prepare the way for technical grammar in the grades that follow. Bible Literature for memorizing and reading, Psalm 31, and Old Testament Stories.

Arithmetic—Text Book, Milne's Elements. September, pages 126-137. Thorough review of Long Division. Have pupils place quotient over dividend, the first figure over the last figure of the first trial dividend. Give frequent reviews in rapid calculations. Drill with combinations of addition and multiplication. October, pages 138-144. November, pages 145-154. Supplement the subject matter of the book with a great number of practical examples in fractions.

Stoddard's Int. Arithmetic—This work is to be done mentally. The work is arranged to make the mental work a review of the ground covered by the written arithmetic.

September—Pages 33-39, omitting page 37; October, pages 39-44. Omit pages 37, 41 and 42. November, pages 44-56. Omit sections 18, 19, 22, 23, 24, Apothecarie's Liquid Measure of Section 25, and Section 29. Omit all examples involving these measures.

History—White's Beginner's History. September and October, pages 1-76. November, pages 77-115.

Geography—Dodge's Elementary. Study carefully Teacher's Hand Book. September, Review U. S. first two weeks, begin Chapter 30 third week, continue through Chapter 31; October, Chapter 32 and 33; November, Chapter 34-35.

Drawing—Applied Arts Book V. See Manual.

Music—See Teacher's Outline.

Spelling—Pages 34-54, Webster's Speller.

Second Term

Reading—Emergencies.

Writing—Palmer's Method continued.

Spelling—Webster's pages 59-74.

English—Emerson and Bender, Book I. Sections 185-195 for December; Supplement the work with Maxwell's Elementary Grammar, page 81, Gender, and give the exercise 66, page 82, also exercise 27, page 34. Teach Number; January, Emerson and Bender pages 196-207. Write sentences illustrating the use of the following words as nouns and as verbs: stand, steam, hand, button, step, watch, look, etc. February, Modern English, sections 208-218. Supplement the text book with Maxwell's page 38, exercise 33, and page 39, exercise 34. Transitive Verbs, pages 127 and 128, also Intransitive, exercise 17, page 25, and exercise 98, page 128. Copulative Verbs, pages 133 and 134; exercise 98, page 26. Complements, pages 25-27, 55-61.

Diagram

Complete Subject
Complete Predicate
Subject Word
Verb
Complement

Bible Literature for reading and memorizing, Selections from 15th chapter St. John, and Old Testament Stories.

Arithmetic—December, Elements of Arithmetic, pages 154-158. Supplement the work with practical examples and keep up the drill in rapid calculations in addition and multiplication. January, pages 159-162. February, pages 162-168.

History—December, White's Beginner's History, pages 116-155. January, pages 155-195. February, pages 195-225.

Geography—Dodge's Elementary Geography, December 37 to 41, inclusive. January, Chapters 42-46. February, Chapters 47-52.

Drawing—Applied Arts Drawing, continued.

Music—See Outline.

Stoddard's Int. Arithmetic—Pages 57-71, omit page 62; on page 65, omit examples 36-40; on page 68, omit examples 40-45.

Third Term.

Emergencies, continued.

Writing—Palmer Method, continued.

Spelling—Pages 74-80.

English—March, Modern English, Sections 219-237, Maxwell's page 41, exercise 35; page 42, exercise 37; page 46, exercise 39 and exercise 40. April, Sections 237-248. Review Part II. Letter Writing.

Bible Literature for memorizing and reading, 11th Chapter of Hebrews and Old Testament Stories.

Arithmetic—Milne's Elements. March, pages 169-177. To divide a fraction by a fraction use principle 189.

Stoddard's—March, pages 72-76. April 76-81; omit examples 22-31, page 77; omit examples 40-50, page 78.

History—White's Beginner's History, pages 225-259, for March, April, 260-291; May, 292-310.

Geography—March, Dodge's Primary, Chapters 53-58, April and May 59-64.

Drawing—Applied Arts, continued.

Music—See outline.



COMMERCIAL DEPARTMENT OF HIGH SCHOOL.

SIXTH GRADE

First Term

English—Modern English, Emerson and Bender. September to examination, pages 1-19. October, pages 20-39. November, pages 39-55. Bible Literature for reading and memorizing: 103rd Psalm.

Arithmetic—Milne's Standard, pages 99-117. Stoddard's pages 57-72.

Geography—Dodge's Comparative, September to examination, Chapters 1-8. Have the class read and use for reference only chapters 1, 3, 4. October, read chapter 7, Study chapters 7-10. Read chapters 11-14. November, read chapters 15-17. Study chapters 18-20. See Teachers' Hand Book and Course of Study.

Spelling—New World Speller, pages 195-200, for September to examination. October, 201-206. November, pages 207-213.

History—"Our Republic." September and October, Chapters 1-14. November, chapters 15-25.

Reading—Tanglewood Tales. Human Body and Health.

Drawing—Applied Arts Drawing, Book VI. See Manual.

Writing—Palmer's Method of Business Writing.

Music—See Outline.

Second Term

English—December, Modern English, Book II., pages 56-70. January, pages 71-83. February, 83-95. Bible Literature, Selections from 12th chapter of Romans and 15th Chapter of St. John.

Arithmetic—Milne's Standard, pages 116-198. Stoddard's pages 72-84.

Geography—Chapters 21-23 for study in December; January, chapters 24-26, for study. February, chapters 27-29, for study. See hand book.

Spelling—New World Speller, pages 214-219, for December; January, 220-224. February, pages 227-231.

History—December, 26-35; January, chapters 36-49. February, 50-62.

Reading—Tanglewood Tales. Human Body and Health.

Drawing—Applied Arts, Book VI. See Manual.

Writing—Palmer's Business Method.

Music—See Outline.

Third Term

English—Modern English, March, pages 95-108. April and May, pages 95-112, review. Bible Literature, Selections from 6th Chapter of Galatians, and 21st chapter of Revelations.

Geography—March, Dodge's Comparative, chapters 30-34. April and May, 35-41.

Spelling—March, pages 232-236. April and May, 237-241.

History—March, Chapters, 63-73; April, 74-89. May, 90-106.

Reading—Human Body and Health.

Writing—Palmer's Business Method.

Music—See Outline.

Arithmetic—Milne's Standard, pages 128-152. Stoddard's Int. pages 84-93.

SEVENTH GRADE

First Term

English—Text Book, Modern English, Book II., September, Rapid Review of the essentials of preceding year. October, pages 113-129; November, 129-146. Require composition work frequently. Reproduction of stories and letter writing. Old Testament Stories and Bible reading to be selected by the teacher.

History—Hill's North Carolina, Chapters 1-19.

Geography—Dodge's Comparative, September to examination, Geography of North Carolina, complete. October, chapters 38-41. November, 42-50.

Spelling—New World Speller, pages 227-234, for September. October, 235-240. November, 241-248.

Reading—Town and City, Hygiene Series, Book III.

Latin—D'Ooge's Latin for Beginners. September, lessons 1-5. October, 6-10; November, 11-15; Review once a week all forms from the first of the books, drill constantly on conjugations and declensions.

Writing—Palmer's Business Method of writing.

Drawing—Applied Arts Drawing Book VII. Water Colors, Box No. 9.

Music—See Outline.

Arithmetic—Milne's, pages 144-162.

Second Term

English—Modern English, Book II. December, pages 147-166. January, pages 166-184; February, pages 184-204.

History—Hill's North Carolina, chapters 19-37.

Geography—Dodge's Comparative. December, 57-61; January, 62-67; February, 68-72.

Spelling—New World, December, pages 249-254. January, 255-260. February, 261-267.

Reading—Town and City.

Latin—D'Ooge's, December, lessons 16-20; January, 21-25; February, 26-30.

Writing—Palmer's Business Method of Writing.

Drawing—Applied Arts, Book VII.

Music—See Outline.

Arithmetic—Milne's, pages 163-192.

Third Term

English—Modern English, pages 204-220, for March; April 220-241. May, Read Appendix 389-392. Teach Business Letter, page 367-377. Review rapidly and use for reference chapters CX-CXII.

Reading—Hiawatha.

History—Finish Hill's N. C. History.

Spelling—New World Speller, pages 267-274 for March; April and May, pages 274-288.

Latin—D'Ooge's, 31-35 for March; April, lessons 36-40; May, 41-45.

Writing—Palmer's Business Method of Writing.

Drawing—Applied Arts, Book VII.

Music—See Outline.

Geography—March 73-78; April and May, 79-82.

Arithmetic—Milne's, pages 193-230. Begin Percentage.

CHARLOTTE HIGH SCHOOL

First Year, First Term

English—Text Book, Modern English. September, rapid review. Begin Irving's Sketch Book. Compositions based on literature frequently. October, Text Book, pages 185-206. (Review rapidly, Chapters CX-CXII, and use for reference only). Sketch Book continued. November, pages 206-220. Sketch Book selections completed.

Latin—D'Ooge's Latin for Beginners. Rapid review of forms from the beginning. Study carefully forms and rules that have not been treated in the Bingham's Grammar in the Seventh Grade.

History—Thompson's United States, pages 1-169.

Algebra—Milne's High School, pages 1-31.

Arithmetic—Milne's Standard, pages 231-253.

Writing—Palmer's Business Method, through drill XX.
 Drawing—Applied Arts, Book VIII.
 Spelling—S. and B. High School Work Book, pages 1-13.
 Business Methods—Chapters 1-4. Rowe's Elementary
 Budget, completed.
 Domestic Science—Cooking, Lectures on Household
 Economics and Sanitation.
 Manual Training—Mechanical Drawing and Shop Work.
 Science—Botany.
 Music—Halcyon Song Book, and other music.

Second Term

English—Modern English. December, pages 220-241. Begin
 Whittier's Snow Bound; January, Grammar, 241-254. Complete
 Whittier's Snow Bound; February, 254-267. Have class study
 about the life and time of each author while studying his work.
 Have class write compositions at least twice a month.

Latin—D'Ooge's Beginners Book, lessons XXXVII.-LX.
 Review rapidly all parts covered in the Seventh Grade Drill
 constantly on forms.

History—Thompson's United States, pages 170-346.

Algebra—Milne's High School, pages 32-55.

Arithmetic—Milne's Standard, 254-267.

Writing—Palmer's Business Method. Drills XXI.-LX.

Drawing—Applied Arts, Book VIII.

Spelling—S. and B. High School Word Book, pages 14-25.

Business Methods—Chapters 5-10. Rowe's Elementary
 Bookkeeping and Accountancy, Budgets for September and
 October, completed.

Domestic Science—Cooking, first half; Sewing, second half
 of the term. Lectures on Household Economics and Sanitation.

Manual Training—Mechanical Drawing and Shop Work.

Science—Hygiene, Body at Work, pages 50-150. Botany.

Music—Halcyon Song Book, and other music.

Third Term

English—Modern English. March, pages 267-287. Begin
 Stevenson's Treasure Island. April, Modern English, pages 288-
 312. Finish Treasure Island. May, pages 313-328. Composition
 work continued.

Latin—D'Ooge's Latin for Beginners. Lessons LXI.-LXXIX.

Reading lessons, pages 197, to be given with the lessons as suggested.

History—Thompson's U. S., completed.

Algebra—Milne's High School, continued, 65-80.

Arithmetic—Milne's Standard, pages 267-322.

Writing—Palmer's Business Method, completed.

Drawing—Applied Arts, Book VIII.

Spelling—S. and B. High School Word Book, continued.

Business Methods—Chapter II. Rowe's Elementary Book-keeping.

Domestic Science—Sewing, Lectures on Personal Hygiene and Sanitation.

Manual Training—Mechanical Drawing and Shop Work.

Science—Hygiene, Body at Work, completed. Botany.

Music—Halcyon Song Book, Sheet Music.

HIGH SCHOOL

Second Year, First Term

English—Modern English, Book II., completed. Great Stone Face. Study Life and Time of Hawthorne. Composition work frequently.

Latin—D'Ooge's Latin Grammar, page 153, (Reading matter, page 203, completed).

History—Myers' General History, pages 1-123.

Algebra—Milne's High School, continued.

Arithmetic—Milne's Standard, pages 298-311.

Writing—Palmer's Business Method.

Physical Geography—Tarr's New, pages 1-172.

Spelling—Sandwyck and Bacon, H. S. Word Book.

Hygiene—?

Domestic Science—Sewing, Lectures on Household Economics.

Manual Training—Mechanical Drawing and Shop Work.

Music—Halcyon Song Book, and Selected Music.

Bookkeeping—Rowe's Budget, Elementary Bookkeeping, continued.

Business Methods—Continued.

Second Term

English—Scott and Denny, Elementary Composition. Lowell's Vision of Sir Launfal and other selections. Longfellow's Miles Standish.

Latin—Caesar, Book I. and 12 Chapters of Book II.
Grammar and Prose Composition.

History—Myers' General History, pages 124-226.

Algebra—Milne's High School, continued.

Arithmetic—Milne's Standard Completed.

Writing—Palmer's Business Method.

Physical Geography—Tarr's New, pages 172-295.

Davis' Practical Exercises in Physical Geography.

Spelling—Sandwyck and Bacon's H. S. Speller.

Hygiene—

Domestic Science—Sewing, first half term; Cooking, second half. Lectures.

Manual Training—Mechanical Drawing, Shop Work.

Music—Halcyon Song Book, and Selected Music.

Bookkeeping—Rowe's Bookkeeping, continued. Business Methods, continued.

Third Term

English—Scott and Denny's Elementary Composition, completed. Southern Poets, Macmillan Edition. Compositions.

Latin—Caesar Book II. completed, Books III. and IV.
Grammar and Prose Composition.

History—Myers' General History, pages 227.

Algebra—Milne's High School to Radical Quantities.

Writing—Palmer's Business Method.

Physical Geography—Tarr's New, page 295-441.

Spelling—Sandwyck and Bacon's H. S. Word Book.

Hygiene—Control of Body and Mind, 1-200.

Domestic Science—Cooking, Lectures on Household Economics and Sanitation.

Manual Training—Mechanical Drawing, and Shop Work.

Music—Halcyon Song Book, and Selected Music.

Bookkeeping—Rowe's Budget and Bookkeeping. Business Methods, completed.

HIGH SCHOOL

Third Year, First Term

English—Webster's English Composition and Literature, through Description and Narration. Scott's "Ivanhoe," on class; Parallel Reading at home, "Silas Marner" and "The Vicar of

Wakefield." Study the life and time of each author. Development of the Novel. Compositions based on the literature.

Latin—Virgil's Aenid Book I., Pt. of Book II. Prosody and Scansion. Composition based on the text.

History—Myers' General History, Pt. II. to 541.

Algebra—Milne's High School, to Quadratics.

Geometry—Milne's Plane, Book I.

Chemistry—Morgan and Lyman's, pages 1-156. Laboratory experiments.

Greek—Benner and Smith's First Greek Book.

Domestic Science—Sewing, Lecture on Household Economics.

Spelling—High School Word Book.

Commercial Subjects—Stenography, Howard-Pitman Amanuensis. Typewriting, Fitz Eldridge Typewriting. Bookkeeping, continued. Penmanship, Rapid Calculations, and Office Practice.

Music—Halcyon Song Book and Selected Music.

Manual Training—Mechanical Drawing, and Shop Work.

Second Term

English—Webster's Composition and Literature, Exposition. "The Princess," Tennyson, Shakespeare's "Julius Caesar." Parallel Reading, Tennyson's Launcelot and Elaine, Gareth and Lynette, and the Passing of Arthur. Development of the Drama; The life and time of each author. Composition frequently.

Latin—Virgil's Aenid, Book II., completed; Books III. and IV. Syntax, and Prose Composition.

History—Myers' General History—541.

Algebra—Milne's H. S., Quadratics to Logarithms.

Geometry—Milne's Plane, Books II., III. and IV.

Chemistry—Morgan and Lyman's, pages 156-269; Laboratory Experiments.

Greek—Benner and Smith, continued.

Domestic Science—Sewing, first half term; Cooking, second half. Lectures continued.

Spelling—High School Word Book.

Manual Training—Mechanical Drawing, Shop Work.

Commercial Subjects—Stenography, Howard-Pitman Phonographic Amanuensis. Typewriting, Fitz Eldridge Typewriting. Bookkeeping, continued; Office Practice.

Music—Halcyon Song Book, Selected Music.

Third Term

English—English Composition and Literature. Shakespeare's Macbeth, Macaulay's Life of Johnson. Parallel Reading. Selections from the DeCoverly Papers, Compositions based on the Literature.

Latin—Virgil, Books V. and VI. Syntax and Composition.

History—Myers' General, completed.

Algebra—Milne's High School, completed.

Geometry—Milne's Plane, completed.

Chemistry—Morgan and Lyman, completed.

Greek—Benner and Smith, Beginner's Book, continued.

Domestic Science—Cooking and Lectures.

Spelling—High School Word Book.

Manual Training—Mechanical Drawing, Shop Work.

Commercial Subjects—Stenography, Typewriting and Bookkeeping, continued. Office Practice, Rapid Calculations, etc.

Music—Halcyon Song Book, Selected Music.

HIGH SCHOOL

Fourth Year, First Term

English—Webster's English Composition and Literature, Argumentation. Burke's Speech on Conciliation. Parallel Reading: Webster's Bunker Hill Oration. Burke and his Contemporaries. Composition based on Literature.

Latin—Virgil's Aenid, Books IV., V., and VI. Prose Compositions. Syntax, Sight Reading, scansion.

Greek—Xenophon's Anabasis, Book I.

French—Fraiser and Squire's Grammar and Reader, H. S. Edition, pages 1-40. "Les Aventures du Dunier Abercerage," Composition.

Spelling—High School Word Book.

German—Bacon's Grammar, pages 1-59; Reader, pages 1-19.

Physics—Carhart & Chute's First Principles, pages 1-142.

Mathematics—Solid Geometry, completed. Wentworth's College Algebra.

Domestic Science—Cooking, Lectures on Household Economics and Sanitation.

Manual Training—Mechanical Drawing, Shop Work.

Stenography and Typewriting—Advanced Bookkeeping.

Office Practice.

Music—Halcyon Song Book, and Selected Music.

Second Term

English—Webster's English Composition and Literature, completed. Milton's Minor Poems. Gray's Elegy in a Country Churchyard and Goldsmith's Deserted Village. Compositions, Debating.

Latin—Cicero's Four Orations against Cataline, Sight Reading, Syntax, and Composition.

Greek—Xenophon's Anabasis, Book II. and III.

German—Bacon's Grammar, pages 60-258; Reading 36-71.

Physics—Carhart and Chute's First Principles, pages 143-241.

Mathematics—Wentworth's Plane Trigonometry. Wentworth's College Algebra.

Domestic Science—Cooking, first half; Sewing, second half. Lectures.

Manual Training—Mechanical Drawing, Shop Work.

French—Fraiser and Squire's Grammar, lessons 14-23. "Feuillet," 120 pages.

Third Term

English—Halleck's History of Literature. Twelfth night. Compositions and Essays for Graduation.

Latin—Livy, Book XXI.; Rapid Reading, Sight Reading, Composition and Syntax.

French—Fraiser and Squire's Grammar. Translation and Pronunciation.

German—Bacon's Grammar, lessons completed. Translation and Pronunciation.

Greek—Xenophon's Anabasis, Book IV.

Physics—Carhart and Chute's First Principles, completed. Experiments.

Algebra—Wentworth's College, completed.

Trigonometry—Wentworth's Plane Trigonometry, completed.

Domestic Science—Sewing, Lectures on Household Economics.

Manual Training—Mechanical Drawing, Shop Work.

Stenography—Howard-Pitman Phonographic Amanuensis, completed. Typewriting, and Office Practice.

MUSIC OUTLINE FOR THE CITY SCHOOLS

PREPARED BY

MISS MARTHA MAE CARR, *Asst. Director of Music*

The following Course of Study is intended as a guide and help to the day teacher. Music is made a definite study in each grade, and each teacher is given a clear idea of the work to be accomplished during the nine months. Under favorable conditions and with enthusiastic co-operation of the day teacher the course of study should not be difficult to follow; however, it is subject to *changes* under the direction of the Supervisor and the whole outline is so elastic the Director may adjust it to all conditions.

MUSIC OUTLINE—FIRST GRADE

Fall Term, September, 1915

Songs: (A) In repose, (B) With Motions. (Voice-Work). (A) Tonic Chord 853-135—key of E. flat (B) Descending Scale 876-5432-1 key of B. flat. Sing with loo la ah aw oo i o. Only three minutes each day should be given to these exercises. Best voice work for first grade, is to select songs within range of the child's voice.

Rythm included in motion songs. Teacher may furnish melodies in two and three part measure, and let children indicate time in some way. They may imitate movements of birds and animals, Father's trade, Mother's household duties, Carpenter, Blacksmith, Sweeping and Churning. This should be used only to rest the Children.

Monotones: Seating and treatment. Locate as soon as possible and let them all sit together. Seat best singers back of monotones. Play Peddlergame for benefit of monotones. Have the children to sing ascending scale with sustained tones, octave practice also good. Use following songs. Sing different pitches. Coo Coo Says the Dove. Bow Bow Says the Dog.

OCTOBER

Songs: (A) in repose, (B) With Motions. Voice Work: (A) Tonic Chord, same as preceding month. Add key of E. (B) Descending Scale Key of E. Flat and E. Ascending Scale

Key of E. Flat and E. Rythm: Continue as in preceding month, also let children clap time to simple rythm, making a loud clap for accented beats, soft for un-accented. Monotones: Continue as in preceding month. Add these songs: Mew Mew says the Cat. Ruba dub says the Drum. Teacher call names of Chldiren and let them answer visa versa and let them use different pitches.

NOVEMBER

Songs: (A) In repose, (B) With Motions. Also songs appropriate for Thanksgiving. Voice Work: (A) Tonic Chord, same as preceding month. (C) Ascending and descending scales as preceding months. (D) Ascending scales 1-5, descending 5-1, 1 2 3 4 5 4 3 2 1, keys of E. Flat, E. and F., use loo la ah aw coo i o.

Rythm: Continues as in preceding months.

Monotones: Continue as in preceding months. Add these songs; Come With Me. 1-2-3. Sing a Song, use different keys.

DECEMBER

Songs: (A) With Motion, (B) In Repose. Voice Work. (A) Tonic chord, add key of F. (B) Descending and ascending scale add key of F. (C) Ascending scale 1-5, descending 5-1 add keys of G. and A.

Monotones: Continue as in preceding months.

REMARKS

All songs in Grade 1. are learned by rote. Encourage the children to sing with freedom and enthusiasm, not too loud, keeping in mind light head tones which children naturally sing.

Do not spend too much time on motions. Let them come naturally and spontaneously. Never sacrifice songs for other topics. The object of music in the first grade is to develop and awaken in the children a love for music and give them a rich musical experience through song.

MUSIC OUTLINE—SECOND GRADE

Fall Term, September, 1915

Books in the hands of the teacher. Songs (a) Rote: Review songs learned in First Grade. (b) New Rote songs in Primer The Daily Maids, page 9. The Owl, page 73. The Woodpecker, page 82. (Supplementary). (c) Observation to

be taught first by rote, syllables as a last verse, then presented from board. The Streamlet, page 63. Bunny and Polly, page 61. Voice Work: (a) Tonic chord, keys of E. flat, E. and F., loo la o oo i ah, descending scales, ascending scale keys of E. Flat E. and F. Spend only three minutes a day on these exercises.

Rythm: (a) Included in motion song of Grades (1 and 2. (b) Teacher may sing melodies in 2 and 3 pulse measures and let children indicate tune by imitating activities of Father's trade, Mother's household duties, movements of birds and animals. This should be used to rest the children, as applied to observation songs, so that children feel and determine. They may clap time, loud clap for accented beat, and soft for un-accented.

Ear Training: (a) Scale should be taught first as a song, syllables as a last verse. (b) Intervals as related to observation songs. (c) First six exercises interval sheet to be learned by imitation. Monotones should be eliminated as far as possible while in First Grade. Use peddler game, call names of children and let them answer. Use monotone songs, long sustained tones and octave practice. Seat monotones near best singers.

OCTOBER

Songs: (a) Continue to review familiar songs of Grades (1 and 2). (b) New Rote Songs: The Big Drum, page 15. The Apple Tree, page 18, Jacky Frost, page 80. (Supplementary including Autumn and Halloween). Voice Work: Tonic Chord, add key F sharp descending, ascending scale F sharp, ascending scale 1-5, descending 5-1, keys E flat and C. Ear Training: (a) Continue scale songs. (b) Intervals as related to observation songs, familiar and new. (c) Complete first group of exercises and interval sheet, imitation. Review first exercises imitation dictation. Monotones: Continue as in preceding months.

NOVEMBER

Songs: (a) Review all familiar songs. (b) New Rote songs. Morning Prayer, page 99. Signs of Weather, page 15. Child's Thanksgiving, page 105. Ring around Rosey, page 21. (Supplementary including Thanksgiving). (c) Observation Jumping Johnny, page 46. Thank You Pretty Cow, page 59. Voice Work: Tonic chord, keys of E. flat and F. Descending and ascending scales E. flat and F., ascending scales 1-5, descending 5-1 E.-B. Ascending scale 1-3, 12, 3211, keys E. flat and D.

Rhythm: Continue as in preceding months. Ear training: (a) Continue scale songs and present scale from board. (b) Intervals as related to observation songs, familiar and new. (c) All first group of exercises interval sheet, imitation, dication, recognition. Six exercises second group interval sheet, imitation. Monotones: Continue as in preceding months.

REMARKS

In Second Grade an effort is made to keep the children interested in music by letting them sing familiar rote songs learned in grade 1, and their musical experience is increased by continually adding new songs.

The observation song is introduced from which the children begin to observe and study the elements of music. Rhythm work is more definite than in First Grade. Ear training is a new topic in this grade and is made more definite than in Grade 1. Range of voice is increased perhaps a tone. Notation is begun also by children learning syllables of observation songs as a last serve, and associating with notes as presented from board. Although, the technical work is very simple, it should not be stressed too much. Continue to encourage spontaneous enthusiasm in singing, and let children sing as much as possible.

Make a special effort to eliminate monotones, using the various exercises, songs and plans outlined.

DECEMBER

Songs: (a) Rote Solders Song, page 16. Supplementary Christmas songs. (b) Observation, the Windmill, page 14, Bells in the Steeple, page 34. Voice Work: Review all exercises used preceding months. Ear Training: Continue as in preceding months. Exercises interval sheet, Group 2, 6th-12th, imitation. Continue to review previous exercises, 1st-12th Group 2, imitation and dictation.

MUSIC OUTLINE—THIRD GRADE

Fall Term, September, 1915

Books in the hands of children. Songs: Rote, review familiar songs of 2nd grade. New songs in Primer, page 98, Mystery, page 98. Winds of Evening, page 13. (Supplementary). Observation books in hands of children who follow the

notation. The observation songs are familiar, but more attention should be given to the technical study. Begin the study of Pitch Names. Call attention to marks of expression and musical terms, as they occur. Key of C., pages 27-26, key of G., page 29, musical phrases, Fruit, Lady Daffodown. Voice work: Tonic chord E. flat, F. sharp. Descending and ascending scale E. flat, F. sharp, ascending scale, 1-5, descending 5-1 E. flat B. Ascending scale 1-3, descending 3-1, E. flat D., ascending scale 1-2 above high do or 8, descend to 1 12345678-28765432, la loo ah o oo aw i. Do d e f. Rhythm (a) Study of undivided beat, 1 and 2. Beat notes and rest, as applied to observation songs and studies. Proceed from motion songs. Ear Training: (a) Scale and Tonic Chord. (b) Intervals as related to songs. (c) Six exercises from interval sheet, dictation and recognition. Monotones: It is not advisable to spend much time on monotones in this grade. Seat them near the good singers. Bell's Music Copy Book, written work to be outlined by Supervisor.

OCTOBER

Songs: (a) Rote. Sing all familiar songs, new songs in Primer. A Dew Drop, page 85. The Air Ship, page 84. (Supplementary). (b) Observations: Continue methods of preceding month. Begin to teach the sharp keys through the 7-8 method. Teach marks of expression as they occur. Present key scheme from the board, pages 28, 30, 31, including songs and studies. Voice Work: Continue as in preceding months. Rhythm: Continue as in preceding month. Ear Training: Continue as in preceding month. (a) First six exercises from interval sheet, dictation, recognition, notation. Add eight new ones, dictation, recognition. Sight Reading: Select a new song or study. Eliminate all preliminary questions, and let children sing. (Bell's Music Copy Book).

NOVEMBER

Rote: Sing all familiar songs, new songs in Primer. The Rider and the Rocking Horse, page 94. Thanksgiving songs (Supplementary), Marks of expression as they occur. (b) Observation songs, page 32, key of A. 33. Voice Work: Continue as in preceding months. Ear Training: Continue as in preceding months, and review all exercises on interval sheets, last eight to be

sung, dictation, recognition, notation. Add eight new ones to be sung dictation and recognition. Sight reading continued. Bell's Music Copy Book.

DECEMBER

Rote: Sing all familiar songs, new songs in Primer, My Guardian Angel, page 108. Spend remainder of time on Christmas songs. (Supplementary). Observation: Continue as in preceding months, pages 34, 35, key of E. Continue to call attention to marks of expression. Voice Work: Review all exercises, and continue as in preceding months. Rhythm: Continue as in preceding months. Ear Training: Continue as in preceding months. Last eight exercises from interval sheet, dictation, recognition, notation. Review all exercises from interval. Sight reading, continued. Bell's Music Copy Book.

REMARKS

At the beginning of third year the children's idea of rhythm should be well developed. Range of voice should extend to F. and F. sharp. They meet old friends in the books in Rote songs, and Observation songs learned in grade two. They proceed from motion songs and in studying simple rhythm begin formal time beating. Special attention is given to intervals and increasing range of voice. They also continue study of measures, bars, staff, clef mark, Pitch names. The main problem in grade three in notation, and the work much more technical than in preceding grades. Do not sacrifice enthusiastic rote singing for technical work.

MUSIC OUTLINE—FOURTH GRADE

Fall Term, September, 1915

Songs: (a) Review all songs learned in Grade 3 that children can remember. Rote: More elaborate than in grade three, new songs in First Book. The Sandman, page 80. Song of the Soldier, page 24. The Drum, page 116. Lullaby, page 12. (Supplementary). (b) Songs, simple by note related studies, and sight reading exercises. Key of C., page 9, 8, 10 and 11. Key of G., page 13, 14, 15 and 16. Present key scheme from board 7-8 method. Give special attention to Pitch names. Teach musical terms and marks

of expression as they occur. Voice Work: Tonic Chord keys of E. flat, G. Ascending and descending scale 1-5, 5-1 E. flat, G., ascending scale 1-3, descending 3-1 E. flat, E., ascending scale 1-2 above high do or 8. Descend to 1, 12345678-28765432-1, keys of E. flat, F., o oo ah aw i loo la. Rhythm: (a) Time beating, 2, 3, 4, pulse measure applied to sight reading and studies. (b) Review undivided beat, and introduce equally divided beat, as related to songs and studies. Ear Training: Study of intervals as related to songs and studies. Review exercises of Third Grade selected from interval sheet by supervisor, imitation, recognition, notation. Bell's Music Copy Book.

OCTOBER

Songs: (a) Rote, all familiar songs from memory, new songs in First Book Autumn page 34, page 75, morning song, The Shell, page 64, The Young Musician, page 21. (Supplementary) (b) Songs simple ones by note, related studies and sight reading exercises. Pages 17, 18, The Boy and the Lark, sight reading, page 19, studies page 20, 22, Dancing Song, sight reading, page 23, page 25, key of B., pages 27, 29, 30, Marching Song, sight reading, page 32. (Necessary assistance). Musical terms and marks of expression. Voice Work: Continue as in preceding month. Rhythm: Continue as in preceding months. Call special attention to equally divided beat, and analyze thoroughly. Teach three-fourth time as it occurs in songs and studies. Ear Training: Study of intervals as related to songs and studies. Continue exercises from interval sheet, imitation, recognition, notation. Bell's Music Copy Book.

NOVEMBER

Songs: (a) Rote, sing familiar songs, new songs in first book, Thanksgiving Song, page 33, The Squirrel's Thanksgiving, page 124, The Stork, page 38. (Supplementary including Thanksgiving songs). (b) Songs simple by note, related studies and sight reading exercises. Key of A., page 35. Studies, page 36, 39. Sight reading, page 40, key of E., pages 43, 45. Musical terms and marks of expression. Voice Work: Continue as in preceding month. Add this exercise, 13587542-1-keys of C., D. flat, D., E., F., G. Rhythm: Continue as in preceding months. Ear Training: Continue as in preceding months. Add new exercises from interval sheet as assigned by Supervisor. Rounds, page 111, by rote

then note. (Supplementary). Musical terms and marks of expression. Bell's Music Copy Book.

DECEMBER

December. Songs (a) Rote, sing familiar songs, new songs in First Book, Father Christmas, page 44, Christmas Song, page 85. Spend remainder of time singing supplementary Christmas songs. (b) Songs related studies and sight reading exercises, page 46, A Trumpet Call and Melodies, page 47. Review sharp keys of Signatures, page 48. Sing first by rote then note, illustrating beat and half note. Analysis of beat and half note. Studies on page 48, 49, page 50, introducing intermediate tones.

Voice Work: Continue as in preceding months. Rhythm: Continue time beating applied to songs and studies. Drill continually equally divided beat. Begin definite study of beat and a half note. Ear Training: Continue to review old exercises, and add a few new ones. Intervals and chromatic or intermediate tones as related to songs and studies. Rounds. Review 111, page 104 rote. (Supplementary). Very little time should be spent on rounds. At this stage some of the familiar rote songs may be sung in 2 parts. Musical terms and marks of expression. Bell's Music Copy Book.

REMARKS

Remarks: At the beginning of Fourth Grade the children are supposed to have mastered simple intervals and simple rhythm. Range of voice has been increased possibly to F. sharp. Should be familiar with measures, bars, staff, clef mark, pitch names, and have begun a definite study of keys and signatures. Notation should not be found difficult in this grade, although there is a continual review of all the work of preceding grades. New rhythmical problems, are equally divided beat, and beat and a half note, not much time spent on beat and a half note until spring term, also six-eight time. New tonal problems, a few intermediate tones, fall term, and sharp four spring term. Range of voice extended not higher than G. Rounds precede two part singing, although two part singing of familiar by rote may be used as recreation. Continue to encourage enthusiastic rote singing.

MUSIC OUTLINE—FIFTH GRADE

Fall Term, September, 1915

Review all familiar songs, new songs in Second Book. Some to be sung by rote 1 and 2 parts, some to be sung first by rote,

later by note. The Stars, page 36, rote, October's Bright Blue Weather, page 37, rote. (b) Studeis, sight reading exercises, 1 and 2 part, page 8, Key of C., page 9, page 14, page 15. (Supplementary rote songs). Review all keys 7 and 8, 4 and 3 method, teach keys of 5 sharps and 5 flats. Review pitch names. Voice Work: Ascending and descending scale E. flat and G. sharp. Ascending and descending scale 1-5, 5-1, keys of D. and C. sharp, ascending and descending scale 1-3, 3-1, keys of D. and E., ascending scale 1-2 above high do or 8, descend to 1, D.-F. tones, long sustained keys from C.-G. sharp. Sing all part songs with loo. Rhythm: Continue time beating, apply to all rhythms previously studied. Study of three-fourth time as it occurs in songs and exercises. Review equally divided beat. Continue definite study of beat and a half note. Ear Training: Study of intervals as related to songs and studies including sharp four, flat seven and other chromatics, teach as they occur. Exercises from interval sheet to be assigned by supervisor, imitation, recognition, notation. Musical terms and marks of expression. Bell's Music Copy Book.

OCTOBER

Sing familiar songs, new songs in second book 1 and 2 part, some to be sung later by note. A Maple Leaf, page 26, Come Thou Almighty King, 169, Nutting Song, page 162, A Child's Prayer, 23. Studies: Sight reading exercises, 1 and 2 part, page 16, Key of G., page 18, page 19, page 20, page 21 page 22, page 24. (Supplementary Rote Songs). Continue to review keys and pitch names. Voice Work: Continue as in preceding month. Rhythm: Continue as in preceding month, give special attention to three-fourth time and beat and a half note. Ear Training: Continue as in preceding month. Exercises from preceding month's interval sheet to be assigned by supervisor. Musical terms and marks of expression. Bell's Music Copy Book.

NOVEMBER

Sing familiar songs and review as much as possible songs and exercises of preceding months. (a) New songs in second book, 1 and 2 part, some to be sung by note later. Morning Prayer, page 124, Home Sweet Home, page 132, Abide With Me, 175, Thanksgiving, page 50, Harvest Home, page 63, Harvest Song, page 57. (Supplementary Thanksgiving Songs). (b) Studies and sight-reading exercises, 1 and 2 part. Six-eight time, page 27. The

Wood Birds, page 27, page 28, I am a Brisk and Sprightly Lad, to be used as sight-reading exercise. Key of D., page 30, pages 31, 32, 33, 34, 35, 36, 37. Keys and pitch names continued. Voice Work: Continue as in preceding months and extend range downward to B. New exercise 18765432-1-keys B. and G. sharp. Rhythm: Continue as in preceding months, study of triplets, apply to pages 32, 33. Ear Training: Continue as in preceding months. Musical terms and marks of expression. Bell's Music Copy Book.

DECEMBER

Sing all familiar songs and review as much as possible songs and exercises of preceding months. (a) New songs in second book, Lead Kindly Light, page 154, Christmas Bells, page 92. (Supplementary Christmas songs). (b) Songs, 1 and 2 part studies, sight reading exercises, pages 42, 43, A Song, page 44. (Key of A., page 46). Page 49, When in Dreaming, to be sung by rote, then note). Pages 51, 52 Studies 1 and 2. Continue review of keys and pitch names. Voice Work: Continue as in preceding months. Rhythm: Continue as in preceding months. Ear Training: Continue as in preceding months. Musical terms and marks of expression. Bell's Music Copy Book.

REMARKS

At the beginning of the fifth year the children should be able to read notes in all of the nine keys with ease. They are supposed to have mastered simple rhythm equally divided beat. They have also studied beat and a half note, and a few exercises and songs in six-eight time. Simple intervals and combinations with sharp four, and some of the other chromatics should be sung with comparative ease. The new tonal problem is flat seven. New rhythmical problems are triplets, and unequally divided beat later. The work of each year is more technical and definite than that of preceding grades, but in each grade enthusiastic and imitative singing should be encouraged. The great value of all music study in the schools results from singing with proper interest and expression. Range of voice should be extended up and down.

MUSIC OUTLINE—SIXTH GRADE

Fall Term, September, 1915

(a) Review familiar songs, especially those in second book. The Stars, page 36, October's Bright Blue Weather, page 37. Battle Hymn of the Republic, page 170. (Supplementary). (b) Songs and two part studies and sight reading exercises. Review of studies and exercises in all of nine keys as follows: Pages 8 and 9, 18 and 19, 30 and 31, 46. Teach keys and signatures definitely. Review pitch names. Voice Work: Ascending and descending scale, E. flat G. sharp, ascending and descending scale 1-5, 5-1, keys of D. and D. sharp. Ascending and descending scale 1-3, 3-1, keys of D.-E., ascending scale 1-2 above high do or 8, descend to 1, long sustained tones, keys of C.-G. sharp. Sing part songs with loo. Rhythm: Continue time beating as applied to all rhythms previously studied. Review all rhythmical problems previously studied, including equally divided beat, beat and a half note, triplets. Begin a definite study of unequally divided beat, also twice divided beat. Apply to pages 36, 37. Ear Training: Intervals as related to songs and studies. Sharp four, flat seven, and after chromatics to be taught as they occur in songs and studies. Exercises from interval sheet to be assigned by the supervisor, imitation, recognition and notation. Musical terms and marks of expression. Bell's Music Copy Book.

OCTOBER

Songs (a) review familiar songs, When in Dreaming, page 49, The Season's Gifts, page 50, Little Rosebud, page 94, Home Sweet Home, page 132, (to be sung in three parts), Continue pitch names, keys and signatures. (Supplementary rote songs). (b) Studies and sight reading exercises, page 51. Review of key of E., pages 54 and 55, Chromatic Tones, page 59, Key of F., page 62, page 65, Sharp four, page 70, also a song, page 70, Key of B. flat, page 74, page 77, Key of E. flat, page 82. Voice Work: Continue as in preceding month. Rhythm: Continue as in preceding month, and study unequally divided beat and half beat. Ear Training: Continue as in preceding month. Musical terms and marks of expression. Bell's Music Copy Book.

NOVEMBER

Songs (a) sing familiar songs, Soldier's Morning Song, page 91, Fair Snow White, page 104, Mountain Song, page 116. (Supple-

mentary rote songs). Continue pitch names, keys and signatures. (b) Studies and sight reading exercises. Review key of A. flat, page 90, The Minor Scale, page 106 and 107, page 108, page 112, A Study, pages 114, 116, 119. Voice Work: Continue as in preceding months. Rhythm: Continue as in preceding months. Ear Training, Continue as in preceding months and begin study of Minor Mode. Marks of expression and musical terms. Bell's Music Copy Book.

DECEMBER

Songs (a) sing all familiar songs, Farmer and Fuich, pages 121, 122, 125, The Spider and the Fly, page 123, Morning Prayer, page 124, The Miller, page 130. (Supplementary Christmas songs). (b) Studies and sight reading exercises, pages 125, 128, 129. Voice Work: Continue as in preceding months. Rhythm: Review all problems previously studied, and begin study of after beat note. Ear Training: Continue definite study of Minor Mode as in preceding months. Musical terms and marks of expression. Bell's Music Copy Book.

REMARKS

At the beginning of the sixth year the children should be able to read fluently in all the keys. They should be familiar with simple rhythm, equally divided beat, beat and a half note and triplets. The definite study of unequally divided beat and twice divided beat is begun. These problems occurred in some of the fifth grade work, but not much time was given to them. The new rhythmical problem of Grade Six is the after beat note. The children should be able to sing simple intervals, and have studied sharp four, flat seven and some of the other chromatics. These tonal problems are reviewed constantly, and the new tonal problem of Grade Six is the Minor Mode. Range of voice about the same as Grade Five.

Enthusiastic imitative rote singing with proper spirit and expression should be encouraged aside from the technical study, for singing with interest and expression is the great value of all music study in the schools.

MUSIC OUTLINE—GRADE ONE

Spring Term, January, 1916

Songs: (a) in repose, (b) with motions, (voice work), (a) tonic chord keys of E. flat, E. and F., (b) ascending and descending scale keys of E. flat, E., F., G., A. flat, A., B. flat. Sing with loo, la, ah, aw, oo, o.

Rhythm: Include in motion songs and teacher may continue to furnish melodies in 2 and 3 part measure, and let the children indicate the time in some way, by clapping, also by imitating the movements of birds and animals, the father's trade, or the mother in her household duties, carpenter, blacksmith, sweeping, churning, etc. Be careful to distinguish the accented pulse from the un-accented pulse. This should be used only as a rest for the children.

Monotones: Continue to work with the monotones perseveringly and tactfully following the plans previously outlined and endeavoring all the while to eliminate as many as possible, also work with monotones individually.

FEBRUARY

Songs (a) in repose, (b) with motions (voice work). Continue as in preceding month.

Rhythm: Continue as in preceding month.

Monotones: Continue as in preceding month, working as much as possible individually with monotones.

MARCH

Songs (a) in repose, (b) with motions (voice work). (a) Continue as in preceding month. (b) Ascending scale, 1-5, descending 5-1, add key of B.

Rhythm: Continue as in preceding months.

Monotones: Continue as in preceding months.

APRIL

Songs (a) in repose, (b) with motions (voice work). Review all of the exercises previously studied, singing in the various keys as outlined for preceding months.

Rhythm: Continue as in preceding months.

Monotones: Continue as in preceding months.

MAY

Songs: (a) in repose, (b) with motions, (voice work). Continue as in preceding months.

Rhythm: Continue as in preceding months.

Monotones: Continue as in preceding months.

Remarks: At the close of the first year the children should be able to sing about 50 songs adapted to their nature and experience with ease and enthusiasm. An effort has been made to develop and cultivate the light head tones characteristic of the child voice, by singing songs within the range of the children's voices, and by the voice work including exercises from E. flat on the first line, to F. on the fifth line. The children have been encouraged to sing naturally but not too loud thus producing a good tone quality.

Their sense of rhythm has been appealed to and awakened through motion songs and a few rhythm drills which they enjoy.

A great deal of attention has been given the monotones and various methods and plans have been used to eliminate them. If the children have enjoyed a rich musical experience through song singing, and in them has been awakened and developed to some extent a love for music they should enter the second year eager to learn more about music. Therefore, it may be clearly seen that the fundamental principle of Modern Music Course, is that musical experience should be the beginning of musical knowledge.

MUSIC OUTLINE—GRADE TWO

Spring Term, January, 1916

Books in the hands of the teacher. Songs: (a) Rote, review all familiar songs, (b) new rote songs in Primer, The Esquimo, page 50, Dancing Song, page 23, Winter's Music, page 14. (Supplementary). (c) Observation. Continue to teach first by rote, syllables as a last verse, then present from the board. The Snowbirds, page 35, Snowing and Blowing, page 34. (d) Notation of scale, previously learned as a rote song, continue to present from the board. Voice Work: Continue vocal drills as previously outlined. Do not devote more than three minutes each day to these drills.

Rhythm: (a) Included in motion songs of Grades 1 and 2. (b) Teacher may continue to use Rhythm drills as a rest for the children by singing melodies in 2 and 3 part measure and

letting the children indicate the time by imitating the movements of birds and animals, activities of father's trade, or the mother's household duties. They may also clap, making a loud clap for the un-accented pulse. Rhythm should also be applied to the observation songs so that the children feel and determine various ways of doing this will be suggested by the Supervisor.

Ear Training: (a) Intervals as related to observation songs familiar and new. Scale (b) Scale and Tonic chord exercises from interval sheet from Group 2. First through sixth imitation, dictation, recognition, sixth through 12th imitation, review all exercises of Group 1.

Monotones: Continue the plans and methods previously outlined endeavoring to eliminate all monotones. The child may be helped sometimes by listening to the good singers, but should be given individual attention if possible.

FEBRUARY

Songs (a) Rote. Sing familiar songs. (b) New rote songs in Primer, My Country 'Tis of Thee, page 109, The Journey's End, page 22, When the Stars, page 101. (Supplementary) (b) Observation Bouncing Ball, page 27, Time to Rise, page 26, The Raindrops, page 27. (d) Continue scale songs and give more attention to notation of the scale. Let the children sing the scale in 2 and 3 part measure then present it from the board in this rhythm. Voice Work: Continue as in preceding months, emphasizing especially in observation songs and scale songs.

Ear Training: (a) Intervals as related to observation songs. (b) Scale and Tonic Chord. (c) From 12th through 16th exercises interval sheet, Group 2, imitation dictation. Review all exercises of Group 2.

Monotones: Continue as in preceding months.

MARCH

Songs: (a) Rote, sing familiar songs. (b) New rote songs in Primer, The Little Trolls are Spinning, page 101, Topsy Turvy, page 72, A Child's Evensong, page 78. Children may begin to use their books occasionally when singing familiar songs. (Supplementary). (c) Observation, Tick Tock, page 28, The Reason Why, page 28, Fruit, page 29. Occasionally the children may use their books, following the notation of familiar songs as the teacher sings with loo, then the syllables. (d) Scale songs and notation of the scale in all rhythms previously studied. Voice Work: Continue as in preceding months.

Rhythm: Continue as in preceding months.

Ear Training: (a) Intervals as related to songs. (b) Scales and Tonic Chords. (c) Complete Group 2. Interval sheet imitation, dictation, recognition. 1st through 3rd. Group 3 imitation dictation. Review all exercises previously studied.

Monotones: Continue as in preceding months.

APRIL

Songs: (a) Rote, sing familiar songs. (b) New rote songs in Primer, Little Gipsy Dandelion, page 10, Make Believe Toron, page 17. Children may continue to use books occasionally. (c) Observation, The Squirrel, page 30, The Silk Worm, page 30, Spring is Coming, page 32. In following the notation of these songs the board and books may be used alternately. (d) Notation of scale in all rhythm previously studied. Voice Work: Continue as in preceding months.

Rhythm: Continue as in preceding months.

Ear Training as in preceding months. Group 3 interval sheet, 1st through 3rd imitation, dictation, recognition, 3rd through 6th imitation, dictation. Review all exercises previously studied.

Monotones: Continued.

MAY

Songs: (a) Rote, sing familiar songs. New rote songs in Primer, May's Coming, page 11, May Time, page 96. Children may continue to use books. Observation, London Bridge, page 32, presented from board. Children may use books entirely for studies on page 33. Review some of observation songs write children using books. Notation of scale from books. Voice Work: Review all exercises thoroughly.

Rhythm: Review all rhythm drills, also 2 and 4 part rhythm as applied to observation songs and scales.

Ear Training: (a) Intervals as related to songs. (b) Scale and Tonic Chord. (c) Complete all exercises Group 3 interval sheet, imitation, dictation, recognition and review those previously studied.

Monotones: Continued.

REMARKS

At the close of the second year the children have learned about 50 new rote songs, including those in the Primer, and a number of the supplementary songs, thus greatly increasing their

musical experience. An effort has been made to keep them interested by constantly reviewing familiar rote songs, and at all times encouraging enthusiastic rote singing. Through the observation song the children have begun the study of notation and the elements of music. Rhythm should be well developed. Ear training has been made more definite through the study of intervals as related to observation songs, the scale and tonic chord and a few special exercises. Toward the close of the Spring term books have been put in the hands of the children occasionally, who have gradually become accustomed to following notation from the book, thus making the work easier at the beginning of the third year. Special effort has been made to eliminate all the monotones.

MUSIC OUTLINE—THIRD GRADE

Spring Term, January, 1916

Books in the hands of the children. Songs: (a) Rote, continue to review all familiar songs. (b) New rote songs in Primer, The Fireman, page 88, Rain Song, page 86. (Supplementary). (c) Observation call attention to marks of expression and musical terms rhythmical problems as they occur in the observation songs. The children should gradually recognize phrases, measures, bars, different kinds of notes and rests, tied notes, dotted notes, different kinds of simple rhythm, etc. As most of observation songs used in Spring Term are new, the children should be encouraged to sing them the first time as near as they can without assistance, teacher should help with difficult intervals, which are given special attention. In this way children acquire independence in tone work, and an opportunity is given for constant practice in sight-reading. Key Scheme should remain on the board and sharp keys should be reviewed, also pitch names, observation songs and studies. Key of F., page 37, page 35.

Voice Work: Not more than 3 minutes a day should be given vocal drills, tonic chord keys of E. flat, F. sharp, descending and ascending scale E. flat, F. sharp, ascending scale 1-5 descending 5-1, E. flat, B., ascending scale 1-3, descending 3-1, E. flat, D., ascending scale 1-2 above high do or 8, descend to 1, keys of do E. All the above vocal drills to be sung with loo, la, a, aw, oo, o.

Rhythm: Continue formal time beating as applied to observation songs and studies. Various other ways of indicating the rhythm may be suggested by the supervisor.

Ear Training: (a) Scale and tonic chord. (b) Intervals as related to observation songs and studies. Review 10 exercises group 1. Interval sheet dictation, recognition, notation. Add 8 new ones group 2, dictation, recognition, notation.

Sight-reading may be included in new observation songs and studies, sometimes a song in addition to those assigned may be used as special practice in sight-reading.

Monotones: Seat them near the good singers. Not advisable to spend much time on monotones in this grade.

Bell's Music Copy Book. Written work to be assigned by supervisor.

FEBRUARY

Songs: (a) Rote, sing familiar songs. (b) New rote songs in Primer, The Blacksmith, page 90, Prayer, page 107. (Supplementary). (c) Observation follow methods previously outlined, page 39, key of B. flat, page 38. Begin to teach the flat keys method, key scheme to be presented from the board. Review sharp keys also pitch names. Voice Work: Continue as in preceding months alternately the five vocal drills previously studied. New ones may be added by the supervisor if the class has learned the old drills thoroughly.

Rhythm: Continue as in preceding months.

Ear Training: Continue as in preceding months. Review 10 exercises interval sheet group 1. Add 10 new ones group 2.

Sight-reading continued. Bell's Music Copy Book.

MARCH

Songs: (a) Rote, sing familiar songs. (b) New songs in Primer, Asleep and Awake, page 102, The Wind, page 102. (c) Observation, page 41, key of E. flat, page 40, page 56.

Voice Work: Continue as in preceding months, new drill to be added as class progresses.

Rhythm: Continue as in preceding months.

Ear Training: Continue as in preceding months, review 10 exercises interval sheet group 1, add new exercises group 2. Sight-reading continued. Bell's Music Copy Book.

APRIL

Songs (a) Rote, sing familiar songs previously learned from Primer, also familiar supplementary songs. (b) Observation, page 43, key of A. flat, page 42. Review all nine keys and pitch names. Spend remainder of time reading and singing the new observation songs and studies, in the Primer.

Voice Work: Continue as in preceding months.

Rhythm: Continue as in preceding months.

Ear Training: Continue as in preceding months. Complete the review of exercises in group 1, interval sheet, add 10 exercises group 2.

Sight-reading continued. Bell's Music Copy Book.

MAY

Songs: (a) Rote, spend the time singing familiar songs. (b) Observation, continue to read new songs and studies in Primer, and complete Part 2, if possible.

Voice Work: Continue as in preceding months.

Rhythm: Continue as in preceding months.

Ear Training: Complete group 2, interval sheet and review as many as possible group 2.

Sight-reading continued. Bell's Music Copy Book.

REMARKS

At the close of the third year the children's musical experience and love for good music should be greatly increased through the many beautiful new rote songs learned during the past year, also the constant singing of familiar rote songs. Rhythm should be well developed. Range of voice should extend to F. and F. sharp. They should have mastered simple intervals and should be familiar with some of the marks of expression and musical terms, measures, bars, staff, clef mark, pitch names, and all nine keys. Notation is main problem in this grade. The work of grade 3 is more technical than grade 2. An effort is made to keep up the interest of the class by encouraging at all times enthusiastic note singing and all the technical work is simplified as much as possible, so that the different problems are taken up slowly step by step and presented to the child's mind, thus giving him some definite knowledge of music and at the same time developing and stimulating a love for this wonderful art.

MUSIC OUTLINE—FOURTH GRADE

Spring Term, January, 1916

Songs: (a) Rote, sing all familiar songs, new songs in First Book, In the Straw Stack, page 52, The Snow Man, page 122. (Supplementary). (b) Songs simple by rote, related studies and sight-reading exercises, key of F., page 53, sight-reading, page 54, page 55. Sharp four represented by a cancel (thorough analysis). The Apple Tree, page 56. Sight-reading. Related studies 1 and 2, page 57, sight-reading, page 61, the two-part song, Now the Sun is Sinking, to be taught first by rote then note. The Postillion, page 62, sight-reading, page 63, sight-reading. Review all rhymical and tonal problems, also review all sharp keys thoroughly, using key and scheme and 7-8 method, which is presented from the board. Pitch names, musical terms and marks of expression continued.

Voice Work: Review the six vocal drills as previously outlined and when the class has mastered these thoroughly, new ones may be added by the supervisor, including these variations of the scale in different rhythms and occasionally introducing chromatic tones.

Rhythm: Continue time beating as applied to songs and studies. Review equally divided beat and continue definite study of beat and a half note. If other rhythmic problems occur in exercises analyze but do not spend any time studying them especially.

Ear Training: Intervals and chromatic or intermediate tones as related to songs and studies. Review exercises from interval sheet. New ones including sharp four to be assigned by supervisor.

Rounds and Canons: Review those previously learned from First Book, Hark the Bells, Ding, Dong, page 119 (by rote then note). (Supplementary by rote).

Two-part singing: The children have been singing a few rote songs in 2 parts for pleasure and recreation, which should be continued and encouraged, but at this time they should begin to sing 2 part songs and studies by note as well as by rote. Two-part song in First Book, Evening, page 105, to be taught first by rote later by note. Bell's Music Copy Book.

FEBRUARY

Songs: (a) Rote, sing familiar songs. (Supplementary including two-part songs). New songs in First Book, Star Spangled Banner, page 134, Flag Song, page 136. (b) Songs (some to be sung by note), studies and sight-reading exercises, key of B. flat, page 67, page 68, page 69, key of E. flat, page 73, page 74.

Voice Work: Continue as in preceding months.

Rhythm: Continue as in preceding months.

Ear Training: Continue as in preceding months, and drill especially on sharp four.

Rounds and Canons: Continued, but more time should be given to two-part singing.

Two-part songs in First Book. Sing those that are familiar. New two-part song in First Book. The Butterfly, page 100, rote and note, Evening Song, page 105, by note.

Bell's Music Copy Book.

MARCH

Songs: (a) Rote, sing familiar songs. (Supplementary). New rote songs in First Book, Columbia, the Gem of the Ocean, page 132, The Good Fairies, page 126. (b) Songs some by note some by rote, studies and sight-reading exercises. Sleepy Head, sight-reading, page 76, scale studies, page 76, A Cradle Song, A Study, page 77, Mother Goose Lullaby, page 78, two-part melodies, page 79, two-part studies, page 81.

Voice Work: Continue to review familiar local drills and add new ones to be assigned by supervisor as class progresses.

Rhythm: Continue as in preceding months, calling special attention to problems of grade 4, which are equally divided beat and the beat and a half note.

Ear Training: Continue as in preceding months, reviewing familiar songs and exercises and singing new ones as assigned by the supervisor. Give some special study to two-part singing, also sharp four.

Rounds and Canons: Continue but do not spend much time on them.

Two-part songs: (a) Sing familiar songs. (b) New two-part songs, The Sparrow, page 120, rote, The Moon, page 105, rote. (Supplementary). Bell's Music Copy Book.

APRIL

Songs: (a) Rote, sing familiar songs. (Supplementary). New songs in First Book, *Swinging in the Orchard*, page 110. *Good Night to the Flowers*, page 121. (b) Songs, some by note some by rote, studies and sight-reading exercises. Key of A. flat, page 83, page 84, *The Mill*, page 86, sight-reading, *Soldier's Song*, pages 90 and 91. Unequally divided beat, (analysis of unequally divided beat). *The Little Elf*, page 92, also studies, page 92.

Voice Work: Continue as in preceding months.

Rhythm: Review all rhythmical problems and begin study of unequally divided beat.

Ear Training: Continue as in preceding months.

Rounds and Canons continued.

Two-part Songs: Sing familiar songs. *The Sparrow*, page 120, by note. *The Moon*, page 105, by note.

Bell's Music Copy Book.

MAY

Songs: (a) Rote. The time may be spent singing familiar songs. (b) Songs by note and rote, studies and sight-reading exercises. *Intermediate tones*, page 98. *Studies in triplets*, page 118. *Studies*, page 119.

Voice Work: Continue as in preceding months.

Rhythm: Continue as in preceding months, begin study of triplets.

Ear Training: Continue as in preceding months:

Rounds and Canons continued.

Two-part Songs: Review all familiar songs.

Bell's Music Copy Book.

REMARKS

If the work of the past year has been thorough, at the close of the fourth year the children should read notes fluently in all nine keys. Should have mastered simple rhythm and equally divided beat. They have studied beat and a half note, and touched on unequally divided beat. Also a few songs and studies in six-eight time. Simple intervals and combinations with sharp four and some of the other chromatics should be sung with comparative ease. Range of voice extends perhaps

to G. A beginning has been made in two-part singing. Possibly sight-reading is the main problem in this grade, and although work is more technical and definite enthusiastic and imitative singing should be encouraged at all times.

MUSIC OUTLINE—FIFTH GRADE

Spring Term, January, 1916

Songs: (One and two part) (a) Sing familiar songs. (b) New songs in Second Book, some to be sung by note later, Evening Prayer, page 55, North Wind, page 134. (Supplementary rote songs). (c) Studies, sight-reading exercises one and two part. Key of E., page 54, page 55, page 57, page 58, page 59. Teach all keys 7-8 and 4-3 method, including five sharps and five flats. Continue pitch names and give special attention to two-part singing.

Voice Work: Tonic Chord ascending and descending scale, keys of E. flat, G. sharp, ascending scale 1-5, descend 5-1, keys of D.-C. sharp, ascending scale 1-3, descend 3-1, keys of D.-E., ascending scale 1-2 above high do or 8, descend to 1, keys D.-F. Long sustained tones, keys C.-G. sharp. Sing all part songs with loo. When the class has thoroughly mastered the above drills new ones may be assigned by the supervisor, some will be used to increase range of voices downward as well as the high tones.

Rhythm: Continue time beating applied to all rhythms previously studied. Review all time problems, especially six-eight time, and beat and a half note and triplets. The unequally divided beat and twice divided beat occur in some of the songs and studies, as these problems occur they should be thoroughly analyzed, but should not be given as much time as the other rhythmical problems.

Ear Training: Intervals as related to songs and studies, including sharp four, flat seven and other chromatics. Exercises from interval sheet, including the different tonal problems to be assigned by the supervisor, and sung imitation, recognition, dictation. Some time should be given to dictation exercises if possible.

Musical terms and marks of expression. Bell's Music Copy Book.



EXHIBIT OF SEWING CLASS, FAIRVIEW COLORED SCHOOL.

FEBRUARY

Songs: (a) 1 and 2 part, sing familiar songs. (b) New songs in Second Book, some to be reviewed in sixth grade, and sung by note, especially the two-part songs. Home Sweet Home, page 132, to be sung in two parts, A Vow, page 159, Hush-a-by Baby, page 137, 2 parts, Star Spangled Banner, page 180, and Columbia, the Gem of the Ocean, may be reviewed. (Supplementary rote songs). (c) Songs studies and sight-reading exercises, 1 and 2 parts. Key of F., page 62, page 63, sight-reading, page 64, page 65, page 66, page 67, page 68. Keys, pitch names, two-part singing.

Voice Work: Continue to review all exercises previously outlined and as class progresses and the new ones as assigned by the supervisor.

Rhythm: Continue as in preceding months.

Ear Training: Continue as in preceding months.

Musical terms and marks of expression. Bell's Music Copy Book.

MARCH

Songs: (a) 1 and 2 part, sing familiar songs. (b) New songs in Second Book, some to be sung by note later, The Nightingale, page 80. The Watch on the Rhine, (2 parts), page 142. (Supplementary rote songs). (c) Songs studies and sight-reading exercises one and two parts, page 70. Sharp four represented by a natural. A Song, page 73, A Song, key of B. flat, page 74, page 75, page 76, page 77. Pitch names, keys, special attention to two-part singing.

Voice Work: Continue as in preceding months.

Rhythm: Continue as in preceding months.

Ear Training: Continue as in preceding months.

Musical terms and marks of expression. Bell's Music Copy Book.

APRIL

Songs: (a) 1 and 2 parts, sing familiar songs. (b) New songs in Second Book, some to be sung by note later. Contentment, page 171, My Heart's in the Highlands, page 99, Spring Rain, page 25, In Spring, page 41. (Supplementary rote songs). (c) Songs, studies, sight-reading exercises 1 and 2 parts. Flat

seven, page 78, compare with pages 16, 28 and drill thoroughly on different combinations of flat seven with other tones. Key of E. flat, page 82, page 83, page 84, page 85, page 86.

Voice Work: Continue as in preceding months.

Rhythm: Continue as in preceding months.

Ear Training: Continue as in preceding months.

Musical terms and marks of expression. Bell's Music Copy Book.

MAY

May: (a) (Songs, 1 and 2 part). Sing familiar songs. (b) New songs in second book, some to be sung by note later. May Time, page 133. Now is the Month of Maying, page 111. (Supplementary rote songs). Pitch Names, keys and two part singing continued. (c) Songs, studies, and sight-reading exercises, one and two parts. Key of A. flat, pages 91 and 92. Spend remainder of the time reviewing different rhythmical and tonal problems.

Voice Work: Review as many drills as possible.

Rhythm: Continued.

Ear Training: Continued.

Musical terms and marks of expression. Bell's Music Copy Book.

REMARKS

At the close of the fifth year, the children should be able to read fluently in all the keys. They should be familiar with simple rhythm and equally divided beat, beat and a half note, and triplets. The unequally divided beat and twice divided beat have occurred in some of the songs and studies, but are studied again as problems in grade six. The children should be able to sing simple intervals and have studied sharp four, flat seven, and other chromatics. Range of voice possibly to G. flat above staff, and B. or B. flat below the staff. Two part singing should be well developed and the tone quality of the voices should be good. Enthusiastic rote singing should be encouraged at all times.

MUSIC OUTLINE—GRADE SIX

Spring Term, January, 1916

Songs: (a) One, two and three part. Sing familiar songs, and review some that were sung as two part songs in grade

five, using the third part in grade six. Watch On the Rhyne, page 142. (Three parts). (b) New songs in second book, Comrades, page 168. (c) Songs, studies and sight-reading exercises, one two and some in three parts. The Miller, page 130, by note, page 131. May Time, page 133, by note, page 134. The Gnome, sight-reading, page 135. Study 1, page 135. Flat seven shown by a natural, page 136, drill thoroughly on flat seven, Hush-a-by Baby, page 137. (Three parts) by note. A Riddle, page 139. Continue to teach keys, sharps and flats by 7-8 and 3-4 method presenting key scheme from the board, also Pitch Names including notes on Treble and Bass staff.

Voice Work: Review all vocal drills as previously outlined and as class progresses add new drills to be assigned by the supervisor.

Rhythm: Continue time beating as applied to all rhythmical problems previously studied, reviewing these problems thoroughly. Drill especially on the unequally divided beat and the twice divided beat also continue the study of the after beat note.

Ear Training: Intervals as related to songs and studies. Reviewing as much as possible all tonal problems and continue especially the study of the Minor Mode. Flat seven sharp four and other chromatics. Exercises from interval sheet to be assigned by the supervisor.

Musical terms and marks of expression. Bell's Music Copy Book.

FEBRUARY

Song: (a) 2 and 3 parts. Sing all familiar songs, some that were sung in 2 parts in grade 5, to be sung in three parts, Come Thou Almighty King, page 169. (three parts). Hail Columbia, page 169. (Review all practice supplementary rote songs 1, 2 and 3 parts. (b) Songs, studies and sight reading exercises, 1, 2 and 3 parts. A Riddle, page 139 and 143. A Study, page 147 and 148. Continue to review keys, pitch names and drill thoroughly notes of Bass staff.

Voice Work: Continue as in preceding months.

Rhythm: Continue as in preceding months, reviewing constantly all rhythmical problems.

Ear Training: Continue as in preceding months, review all tonal problems constantly.

Music terms and marks of expression. Bell's Music Copy Book.

MARCH

Songs: (a) 1, 2 and 3 part. Sing familiar songs, some that were used as two parts in grade 5, to be sung in three parts, grade 6. Lead Kindly Light, page 154, three parts. Oh! Dear! What Can the Matter Be? page 158. (b) Songs, studies and sight-reading exercises, 1, 2 and 3 part. A Song, page 150. Way Down Upon De Swanee Ribber, pages 152, 156, 157, and 159. Keys and pitch names including Treble and Bass.

Voice Work: Continue as in preceding months.

Rhythm: Continue as in preceding months.

Ear Training: Continue as in preceding months.

Musical terms and marks of expression. Bell's Music Copy Book.

APRIL

Songs: (a) 1, 2 and 3 part. Sing familiar songs. New songs in second book. A Spring Morning, page 138. Spirit of Summer Time, page 147. (b) Songs, studies and sight-reading exercises, 1, 2 and 3 part, page 163. Vesper Hymn, page 166, 167, and 168. A Study, page 169, and 176.

Voice Work: Continued.

Ear Training: Continued.

Rhythm: Continued.

Musical terms and marks of expression. Bell's Music Copy Book.

MAY

Songs: (a) 1, 2 and 3 part. Sing all familiar songs. Review keys and pitch names, and spend the time reading familiar and new songs and studies.

Voice Work: Continued.

Rhythm: Review all problems.

Musical terms and marks of expression. Bell's Music Copy Book.

REMARKS

At the close of the sixth year the range of voice has been increased up and down. Two part singing should be well developed and the children have also had some practice in three

part singing. They should read fluently in all keys, and should be familiar with pitch names of both Treble and Bass staff; also simple rhythm equally divided beat, beat and a half note, twice divided beat, unequally divided beat, and the after beat note. They should also be able to sing simple intervals sharp four flat seven and other chromatics and have studied the Minor Mode. The children should recognize a number of marks of expression and Musical Terms, voices should have good tone quality and elastic enthusiastic rote singing has been continually encouraged.

MARTHA MAE CARR,
Assistant Supervisor of Music.

GRADES SEVEN AND EIGHT

The arrangement of the Third Book which we use in Grades VII. and VIII. is so definite and logical that it is not necessary to outline the songs and studies for each month, the book in itself being a sufficient Course of Study. However there is an essential difference between this book and the preceding ones of the series. The initiative of the musical idea is no longer through imitations, and the pupil on account of previous training and his maturing faculties is constantly stimulated to an independent effort in sight-reading. The inter-relation of musical forms is the same in this book as in the lower ones and the relation of songs and studies which is the distinguishing feature of the Modern Music Series is apparent also. Part I. and II. may be taught simultaneously in Grade VII., but some supervisors prefer to leave part II. (which principally introduces the Bass clef) for grade VIII. However this should be decided by the supervisors.

Th topics as outlined for Grades VII. and VIII. are as follows:

Songs: 1, 2, 3 and 4 part.

Rhythm: Review of all problems.

Ear Training: Chromatics continued and triads.

Study of Bass Clef.

Study of Musical Terms.

The new problems are Triads and the Bass Clef. All previous problems are constantly reviewed and at the close of the eighth grade if the work has been thorough the pupil should be prepared for to take up Chorus Work.

TEXT BOOKS

PRIMARY GRADE

Child's Name.....
Date of Birth.....day of.....year.....
Residence
Parent's Name

Vaccination is required before entrance.
Bring 10 cents for colored crayon and drawing paper.
Lead pencil.

FIRST GRADE

Additional Rational Primer.....\$.36
Palmer's Primary Writing Book, last edition..... .15
Writing Tablet..... .05
Books needed later:
 Additional Rational Reader......36
 Webster's Speller10

SECOND GRADE

Modern Music Course, Primer.....\$.25
First Rational Reader, complete..... .35
Stoddard's Juvenile Arithmetic..... .20
Applied Arts Drawing Book No. 2..... .15
Bradley's Second Grade Drawing Paper..... .05
Bradley's Embeco Crayon..... .05
1 pair Scissors (Blunt)..... .10

BOOKS CONTINUED FROM FIRST GRADE

Webster's Speller..... .10
Palmer's Primary Writing Book, last edition..... .15
Books Needed Later:
 Rational Second Reader......44
 Stepping Stones to Literature No. 2......40

THIRD GRADE

Rational Third Reader	\$.48
Milnes' Elements of Arithmetic .....	.30
Language Through Nature and Art .....	.35
Applied Arts Drawing Book No. 3 .....	.15
Bradley's Primary Asst. Drawing Paper .....	.10
Composition Blank Book, not double ruled, Nos. 5571 and 5573, each 5 cents .....	.10
Embeco Crayon .....	.05
Stoddard's Intellectual Arithmetic .....	.35
Good Health (Hygiene Series No. 1) .....	.40
Palmer's Business Method of Writing .....	.20
Palmer's Pen Holder .....	.03
Bell's Music Copy Book, No. 1 .....	.05

BOOKS CONTINUED FROM SECOND GRADE

Modern Music Primer .....	.25
Webster's Speller .....	.10
Books Needed Later:	
Great Americans for Little Americans	

FOURTH GRADE

Bible	
Modern Music, first book	\$.35
Modern English, Book 1 .....	.40
Applied Arts Drawing Book, No. 4 .....	.15
Bradley's Embeco Crayon .....	.05
Bradley's Drawing Paper, Grammar Assortment .....	.10
Composition Blank Book, not double ruled, No. 5571 .....	.05
Dodge's Primary Geography .....	.45
Palmer's Pen Holder .....	.03
Bell's Music Copy Book No. 2 .....	.10
Reading, Hawthorne's Wonder Book, Part 1.....	.15

BOOKS CONTINUED FROM THIRD GRADE

Webster's Speller .....	.10
Milne's Elements of Arithmetic .....	.30
Stoddard's New Intellectual Arithmetic .....	.35
Palmer's Method of Business Writing .....	.20
Books Needed Later:	
McCorkle's North Carolina Stories .....	.35

FIFTH GRADE

Bible	
Modern Music Series, second book	\$.40
White's Beginner's History of the United States . . . . .	.40
Applied Arts Drawing Book No. 5. . . . .	.20
Bradley's Drawing Paper, Grammar Assortment . . . . .	.10
Emergencies (Hygiene Series, Book 2) . . . . .	.40
Composition Blank Book, not double ruled, Nos. 5571 and 5573, each 5 cents . . . . .	.10
Palmer's Pen Holder . . . . .	.03
Bell's Music Copy Book, No. 3 . . . . .	.10
Bradley's Color Box No. 9 . . . . .	.20

BOOKS CONTINUED FROM FOURTH GRADE

Webster's Speller . . . . .	.10
Milne's Elements of Arithmetic . . . . .	.30
Stoddard's New Intellectual Arithmetic . . . . .	.35
Palmer's Method of Business Writing . . . . .	.20
Dodge's Primary Geography . . . . .	.45
Modern English, book 1 . . . . .	.40

SIXTH GRADE

Bible	
Milne's Standard Arithmetic . . . . .	.65
Modern English, Book II . . . . .	.60
New World Speller, 6-8 . . . . .	.20
Applied Arts Drawing Book No. 6 . . . . .	.20
Bradley's Color Box No. 9 . . . . .	.20
Composition Blank Book, not double ruled, Nos. 5571 and 5573, each 5 cents . . . . .	.10
Human Body and Health (Elementary, Davidson) . . . . .	.40
Dodge's Comparative Geography . . . . .	.90
Bradley's Grammar Assortment Drawing Paper . . . . .	.10
Palmer's Pen Holder . . . . .	.03
History, Our Republic . . . . .	.70
Reading, Tanglewood Tales, Part I . . . . .	.15

BOOKS CONTINUED FROM FIFTH GRADE

Modern Music, second book . . . . .	.40
Stoddard's New Intellectual Arithmetic . . . . .	.35
Palmer's Method of Writing . . . . .	.20

SEVENTH GRADE

Bible	
Modern Music, third book	\$.50
Hill's North Carolina History . . . . .	.85
D'Ooge's Latin Grammar	1.00
Applied Arts Drawing Book, No. 7 . . . . .	.20
Composition Blank Book, not double ruled, Nos. 5571 and 5573, each 5 cents . . . . .	.10
Town and City, Hygiene Series, Book 3 . . . . .	.50
Drawing Paper, Bradley's Grammar Assortment . . . . .	.10
Palmer's Pen Holder . . . . .	.03
Eagle Drawing Pencil No. 315 . . . . .	.05
Bradley's Color Box No. 9 . . . . .	.20

BOOKS CONTINUED FROM SIXTH GRADE

New World Speller 6-8 . . . . .	.20
Milne's Standard Arithmetic . . . . .	.65
Stoddard's New Intellectual Arithmetic . . . . .	.35
Dodge's Comparative Geography . . . . .	.90
Modern English, Book II . . . . .	.60
Palmer's Business Writing . . . . .	.20
Hiawatha and other selections (Later) . . . . .	.15

EIGHTH GRADE

First Year High School

Bible	
Milne's High School Algebra	\$1.00
Sandwyck & Bacon's High School Speller (abridged) . . . . .	.25
Thompson's United States History	1.00
Applied Arts Drawing Book No. 8 . . . . .	.20
Bradley's Color Box No. 9 . . . . .	.20
Bradley's Grammar Assortment Drawing Paper . . . . .	.10
Palmer's Pen Holder . . . . .	.03
Eagle Drawing Pencil No. 315 . . . . .	.05
Irving's Sketch Book . . . . .	.20

BOOKS CONTINUED FROM SEVENTH GRADE

Modern Music Series, third book . . . . .	.50
Milne's Standard Arithmetic, revised . . . . .	.65

Modern English, Book II .....	.60
Palmer's Business Writing .....	.20
D'Ooge's Latin Grammar	1.00
Theory and Practice of Cookery, Williams & Fisher (for girls)	1.00

BOOKS—ELECTIVE

Caldwell & Eikenberry's Elements of General Science	1.00
Business Methods .....	.75
Rowe's Bookkeeping	
Selections in Literature (Later)	

NINTH GRADE

Second Year High School

Halcyon Song Book	\$.75
Bingham & McCabe Cæsar	1.08
Myers' General History	1.60
Theme Tablet .....	.10

BOOKS CONTINUED FROM EIGHTH GRADE

Modern English .....	.60
D'Ooge's Latin	1.00
Milne's Standard Arithmetic .....	.65
High School Speller, S. & B. ....	.25
Palmer's Method of Business Writing .....	.20
Milne's High School Algebra	1.00
Theory and Practice of Cookery	1.00

BOOKS—ELECTIVE

Tarr's New Physical Geography (Elective with Latin)	1.00
Davis' Physical Geography Manual .....	.25
Business Methods .....	.75
Rowe's Bookkeeping Budget	
Books Needed Later:	
Selections in Literature	
Elementary Composition, Scott & Denny .....	.80
Com. Arith., Hoyt & Peet, III	
Business English	
Cæsar, Bingham & McCabe	
Control of Body and Mind, Hygiene Series, No. 5 ...	.50

TENTH GRADE

Third Year High School

Milne's Plane and Solid Geometry	\$1.25
Bennet's Virgil	1.20
Webster's English Composition and Literature .....	.90
Scott's Ivanhoe .....	.25

BOOKS CONTINUED FROM NINTH GRADE

Halcyon Song Book .....	.75
Milne's High School Algebra	1.00
Myers' General History	1.60
Theory and Practice of Cookery	1.25

BOOKS—ELECTIVE

Greek, Benner and Smith	1.25
Chemistry, Morgan & Lyman (Boys)	1.25
Chemistry, Snell's (Girls)	1.25
Business Methods .....	.75
Rowe's Bookkeeping Budget	
Phonographic Amanuensis, Howard-Pitman	1.00
The Touch Typewriter, Fuller	
Books Needed Later:	
English Classics	
Dun's Citizen & Community .....	.75

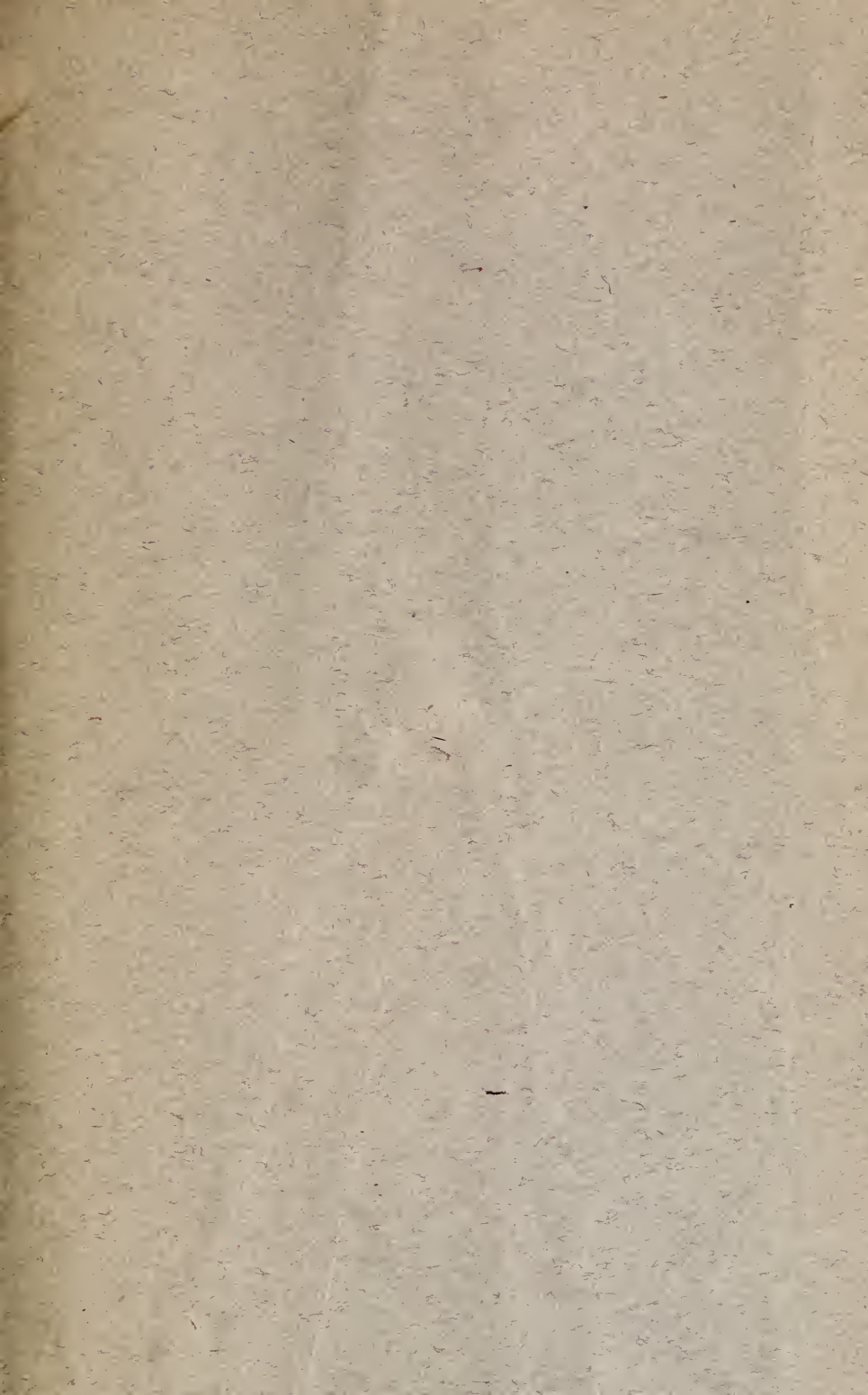
ELEVENTH GRADE

Fourth Year High School

Bible	
Required—English and three other subjects.	
Milne's Solid Geometry	\$.75
Bennet's Cicero	1.00
Fraiser & Squaire's French	
Greek, Xenophon's Anabasis	
German, Bacon's German Grammar	1.25
Physics, Carhart & Chute's First Principles, 1912 edition ...	1.25
Theory and Practice of Cookery	1.00
Wentworth's College Algebra, revised	1.50

Webster's English Composition and Literature .....	.90
Burke's Speech on Conciliation .....	.15
Books Needed Later:	
English Classics	
Livy	
Wentworth's Plane Trigonometry (With Tables)90
Halleck's History of English Lit.	1.25











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